

1-1-1975

The Peddler 1975

The Students of Worcester Polytechnic Institute

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BOYNTON HALL

PEPPER
'75

Worcester Polytechnic Institute

George C. Gordon Library

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You may have already noticed that this issue of the Peddler has taken on a new look . . . bullshit. It's the same stuff wrapped in a shiny plastic cover. However, there are some minor re-arrangements. This year the social committee decided to reduce its 7×10^3 dollar deficit by forcing Peddler staff photographers (both of them) to purchase their own tickets to social committee hum drum ear achers. The Peddler, also concerned about its paper scarcity and inflationarily deficit budget, has reviewed its expenditures resulting in a very careful editing of social committee advertisement and athletic event sensationality (?).

I assume you noticed that a box of crayons was handed to you when you received your new 1975

Peddler. Their inclusion was an effort to expand creativity on the Tech campus (besides, if you don't enjoy this issue, you can always let your kids enjoy it seven years from now). Instructions precede the coloring section in case your recollection of the necessary skills momentarily evades you.

I am pleased to announce that there was a large increase in the number of students who helped assemble this issue. Instead of a single distorted view of WPI, we have a group perversion.

All of the material in this book is fictional except for that which is not. Much time has been diverted into this collection of impressions at the expense of more than one course, but no matter, we realize that we are martyrs.

The Peddler admits no knowledge of the contents herein and the names of the contributors have been altered to protect the guilty. We hope that this book brings to you no recollection of WPI whatsoever, because no one wants to live in the past anyway. The Peddler assumes no responsibility. If you have any complaints, suggestions, ideas or rubber snakes, there is a Peddler evaluation form at the rear of the book. If you think you can improve the quality of this periodical, don't yell, show up at a meeting or two, we let everyone blow his own horn. So read (we insist) enjoy (we hope) dislike (we suspect) and react (we implore).

Thanks for your attention.

The 1975 Peddler staff of the world.



WPI PUNT CALENDER

September

- 1-30 Freshman Disorientation
- 1 Blends and Blights movie. "Gidget makes it big at West Point." 2:00 PM Alden Hall
- 3 George's Barbeque. Continuous servings of George
- 4 Cage Ball game. 1:30 PM. Salisbury swamps
- 5 Skipping Classes begins
- 6-7 Physics Colloquim. "Gaussian Spectroscopy and use of the Slide Rule" Harrington Auditorium
- 8-24 Gordon Library exhibit. Michaelangelo's Pieta
- 10 Applachian Chipmunk Appreciation Day. Holy Cross
- 11 Wednesday. Starts midnight, ends ?
- 12 UHF mixer. Rolling Stones, Janet Earle Room at 8:30
- 13 WPI Unsocial Committee presents "Play Star Trek while Everyone tries to use the terminals."
- 17 Leggo my Eggo Day.
- 18-29 WPI-TV. Time presentation - The Digital Clock** Continuous showings
- 20 WPI Unsocial committee presents Duane Allman. Sheet concert 6:30
- 21 Snipe Hunt from 9:30-5:00 Concert. 50's revival - "Those Ollies but Moldy"
- 23 Humdrum presents, "Ins and outs of the old in and out."
- 24 Make your pubic public day.
- 26 Food fight. 5:00 PM. Harrington Cafeteria.
- 28 LaCrotch game. WPI vs. BVD.

October

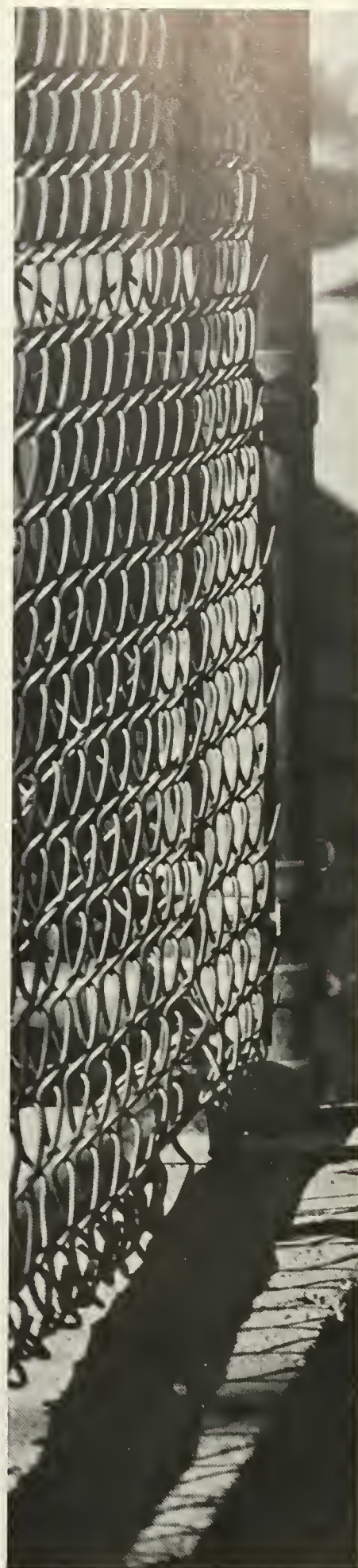
- 2 Mechanical Engineering Colloquim. "Stress in the Modern Environment." Professor D. Sweep.
- 4 WPI Crude Arts Committee presents 1.89512×10^{-4} second of nothing.
- 11 Homegoing Weekend. Courtesy of Greyhound and Continental Trailways.
- 13 Blends and Blights movie. "Gidget goes to West Point." Military Science Department 5:00 PM
- 18 We're tired of planning exciting activities - Go Home!
- 22 WPI ends.
- 23 Management seminar. Guest lecturer - Karl Marx.
- 30 WPI begins again. 8:00 AM

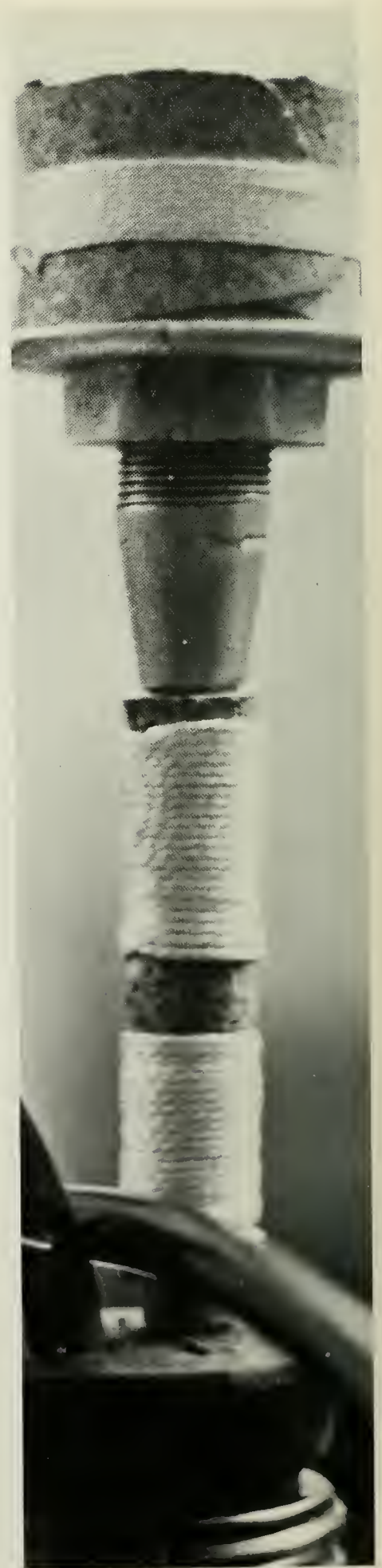
November

- 1 Coffeeless Coffeehouse presents the WPI EUNUCHS trio.
- 3-22 Gordon Livery exhibit Black and White photographic studies - "The 1/4-20 Screw."
- 4-10 WPI-TV presents a rerun of last week's announcements.
- 4 Humdrum Series - Seminar with Bernie Dodge. "J. Christ in the IQP Center." 4:00 PM
- 6 Skinny Women Appreciation Day.
- 9 Parents' Day. Varsity Footballers attempt to master Bates.
- 12-14 Tri-College Asylum. Cross, Clark and Woopie: Demonstration - Lecture. "the Art of Underwater Basket Weaving."
- 16 WPI Unsocial Committee concert. "The Movin' Prunes"
- 18 Humdrum presents: Hugh Hefner (Jr. ?) on Women's Liberation
- 19 Cinematacky Film Series: James J. Audibon's, "The Split Beaver"
- 20 Any Old Day.
- 27 Thanksgiving Regression

December

- 6-8 Smooth Street Weekend. Contestants are to find a smooth street in Worcester.
- 9 Jollies Day.
- 10-24 Computer Seminar. Newherb to discuss new crashing techniques.
- 15 Blends and Blights movie - "Gidget goes to West Point" Kinnicut Hall at 8:00 PM
- 16 Cinematacky Films presents 23 hours of continuous showings of Rat Patrol reruns. No Admission.
- 17 Shaft the Staff Day
- 19 Christmas Food Fight. Location to be announced.
- 20 WPI Repossessed





If you happen to go past where you had been really trying to go, don't worry because you can just turn around and go back, you know what I mean, you can go either way you want and it's really easier to go backward. Just think you've been doing it by reading all of these words. Do you understand, if so then you are really fucked up and are now ready to begin the Registration Game.

Before you begin make sure you have got everything you need, you may be there for a while. Here is a suggested list: 3 pairs of socks, a box of kleenex, 5 slim jims, 1 pound of yoghurt, 2 grams of coke, a can opener and a straw.

Your fate has been predetermined by the almighty computer so now without hesitation or utter panic you should approach the gameboard, following the instructions without question.

THE REGISTRATION GAME

(for 2 to 2000 players)

In co-operation with the people in the Registrar's office. The Peddler presents this exciting game of chance which is intended to assist you in that hateful task of Registration.

It is not really necessary for us to give you all of these instructions, for most of you have played it at least once, the rest can bumble through as you will the next time, when it's real.

For those of you who prefer to bumble or is it babble, they also say some do both yet not necessarily concurrently but rather oh by the way who is or are "they". Nevertheless those who do bumble should not require these instructions either but we will continue to state them since we need to fill space as you might guess when you see all of the foolish cards for you to cut out and consequently we begin this game by writing each player(s) Box number within a mailbox token and then placing all boxes (after a fold has been effected upon the dotted line) at the mailbox on the gameboard determining the playing order by each player's spinning the spinner and ordering them by starting from the middle number and working to both ends concurrently and in case of a tie the player who is wearing two different colored socks or carrying a ripe pommagranet in his armpit wins out, if one player has both two different socks and a pommagranet he is disqualified and is banished to WACCC. Speaking of WACCC, the almighty computer has decreed that you chose three cards, at random obviously, for if you had really thought you would do it in some kind of orderly manner then you are wasting your time. Why is everyone so anxious to finish reading these instructions just think the you'll have to play the game. Isn't it more fun to just sit back and watch us be insane or is it insane either way you will soon be if you aren't already. For those of you who feel this game takes 12½ times as long and requires immense fortitude of wit and a good supply of dope and dopes we all must be to be here in the first place remember you paid for this so we're going to give you what you paid for, a chance to spin for the number of spaces you are allowed to progress but after all that really isn't progress so we're safe to continue with the requirements which are as we all know to acquire three course admission cards in any one of many ways but first you must make two groups of cards one containing signature cards the other containing all other cards these are the cards from which the original three are chosen.

To Start the Game

Each player should pick a token and write his/her mailbox number in the appropriate place.

Spin to determine who starts first, the high number first, and then go in order of decreasing numbers. Draw three instruction cards, these objectives must be met in addition to requiring 3 course admission cards.

Course admission cards may be obtained in two ways, either by drawing them initially, or collecting both an advisors and dept. head signature card.

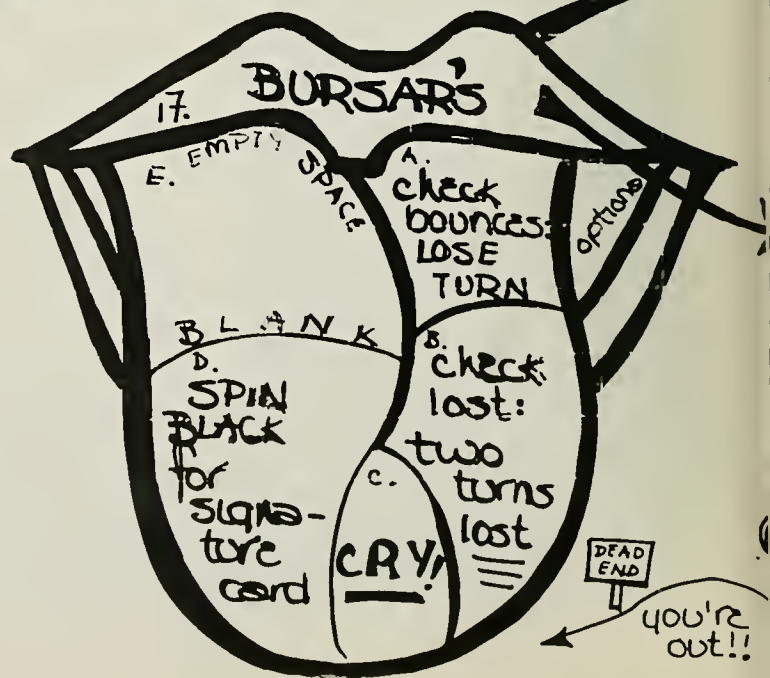
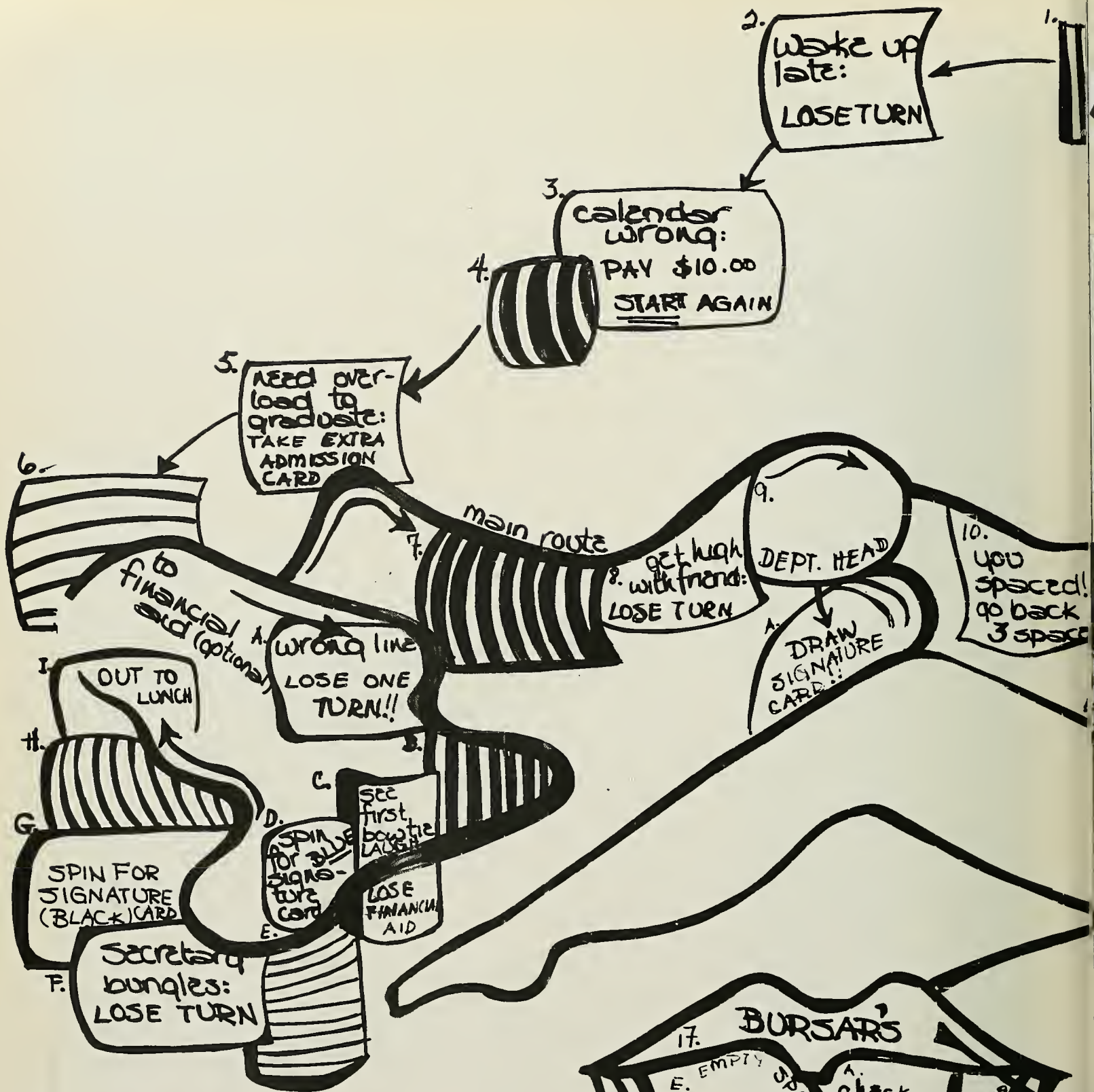
GOOD LUCK

Here are some helpful suggestions from letters received from veteran players:

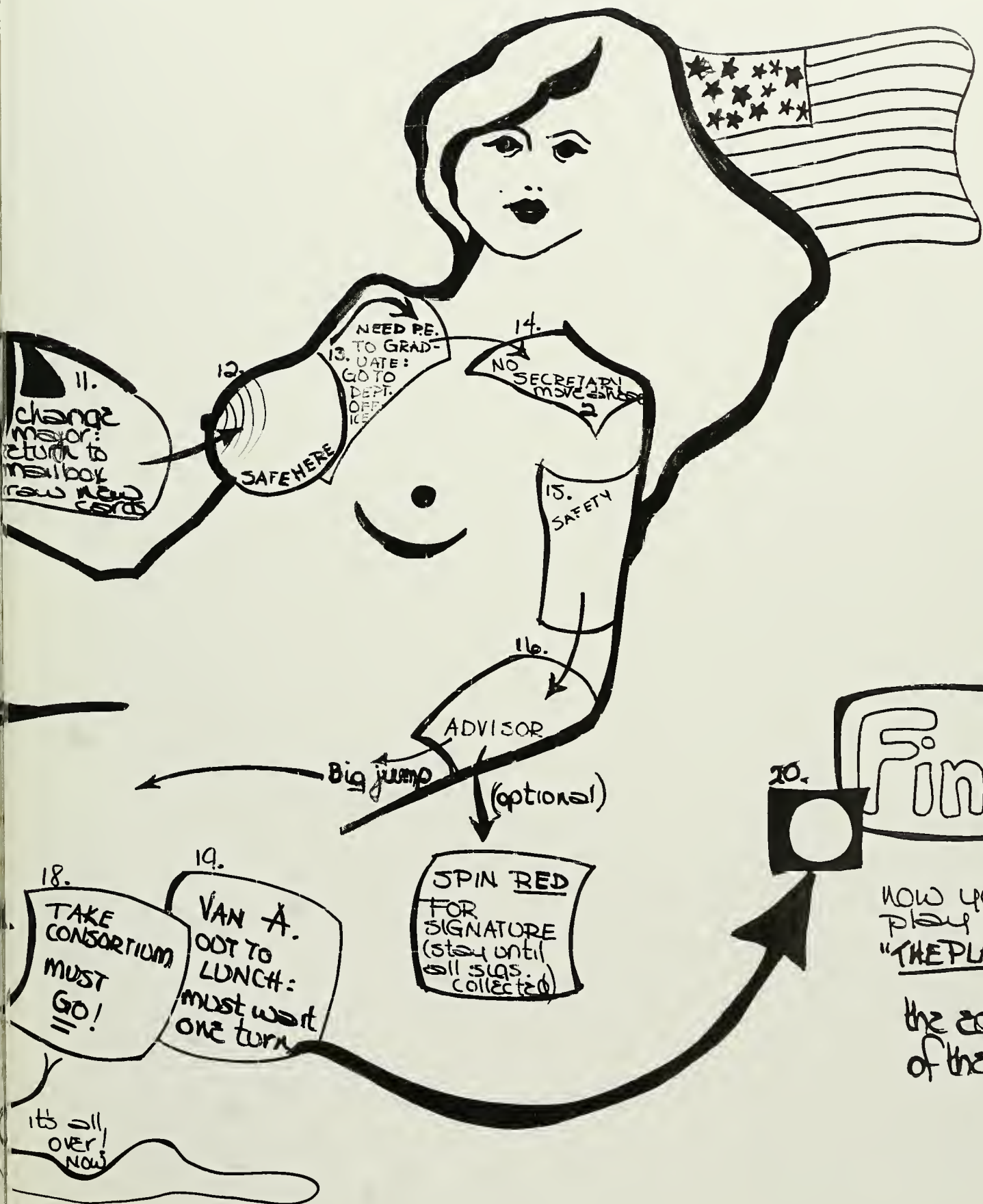
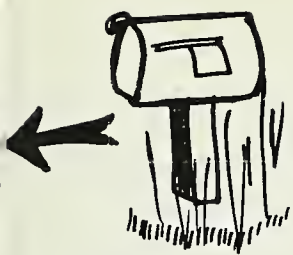
Marvini Sheddлуell found it very helpful to bring his pet gaduark to all marathon games thus eliminating the need to carry as many Kleenex.

Another player, a six year chemical Enginnering major, packs a canister of N₂O which can be opened yielding a momentary relaxation of the pressures of a waiting line giving this resourceful student enough time to rush to the front of the line in anxious anticipation of Dean Van A's recovery.

You too can succeed at this game if you use all of your faculties, of course the faculty could be a great help to you but don't count on it they often have trouble counting heads thats a good idea too then you won't have to interrupt the game to relieve yourself. It is often handy to have a number of other items with you, but I forgot what they were so you'll have to figure that out for yourself.



[striped areas are safe]us]





WORCESTER POLYTECHNIC INSTITUTE

WORCESTER, MASSACHUSETTS 01609

GRADE REPORT

PARENT
OR
STUDENT

TRIWEDI, JEFFREY V
BOX 2132

YEAR	TERM
1974-1975	A74

SOC. SECURITY NO. 146 42 0616	CLASS 76	PLAN YES	MAJOR EE	ADVISOR DEMETRY, J. S. (EE)	STUDENT'S NAME TRIWEDI, JEFFREY V		
COURSE NO.	COURSE TITLE			INSTRUCTOR	UNITS	GRADE	D.P.

GRADING SYSTEM

A - EXCELLENT 4 D.P.
 3 - GOOD 3 D.P.
 C - FAIR 2 D.P.
 D - POOR 1 D.P.
 F - FAILING 0 D.P.
 FOLLOWING GRADES ARE
 NOT COMPUTED IN D.P.A.
 P - PASSED I - INCOMPLETE
 X - FAIL S - SATISFACTORY
 AUD. AUDIT U - UNSATISFACTORY
 DEF. DEFERRED W - WITHDREW

PLAN GRADING SYSTEM

OIST. - ACCEPTABLE WITH DISTINCTION
 AC - ACCEPTABLE
 NAC - NOT ACCEPTABLE (PROJECTS ONLY)
 DEF - DEFERRED (MULTIPLE TERM PROJECTS)

STUDENT COPY

Editor

Greg Doyle

Special People*

Photo Editor

Barry Tarr

Bob Barnes

Geoff Chester

Fito Fragassi

Interviewer

Steve Mealy

Laurie Gardosik

John Hill

Art

Michael Crowley

Mike Kenniston

Janet Landry

Peter Kent

Kathy Mowbray

George Kingsley

Richard Mank

Eric Klein

Steve Staudaher

Crayons

Bradford Hill

Mark Waddell

James Hill of

WPI Publications Office

Noteworthy Co.

TCTFS

Changes

* these people are responsible for
photography, typing and time

Article

Bob Fried

Art Buchwald - "In Another Light"

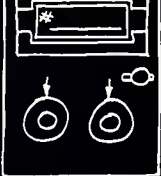
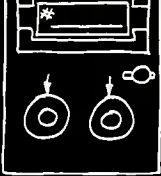
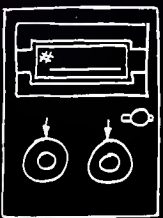
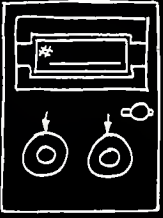
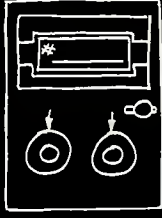
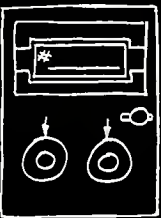
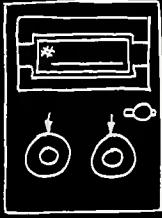
The 1975 was published by the Western Publishing Company located in Cambridge, Maryland. The paper used in the printing of this book is on eighty (80) pound Warren's Cameo Gloss. The Peddler Staff is greatly indebted to our representative and friend, Gary Mascitis. Gary has been a great help with the production of this sometimes ungainly masterpiece. Again, thanks to Western Publishing and Gary Mascitis.

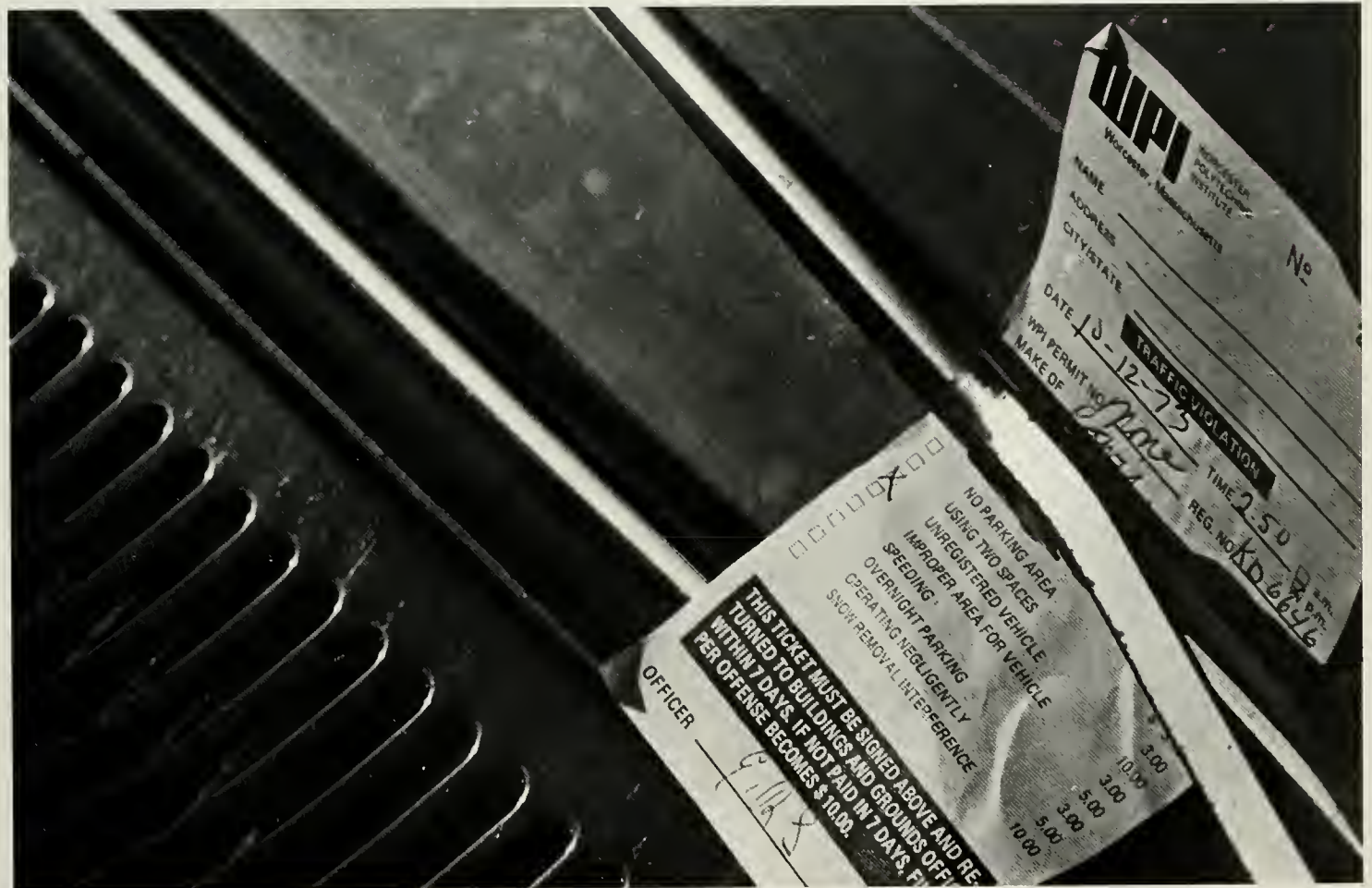
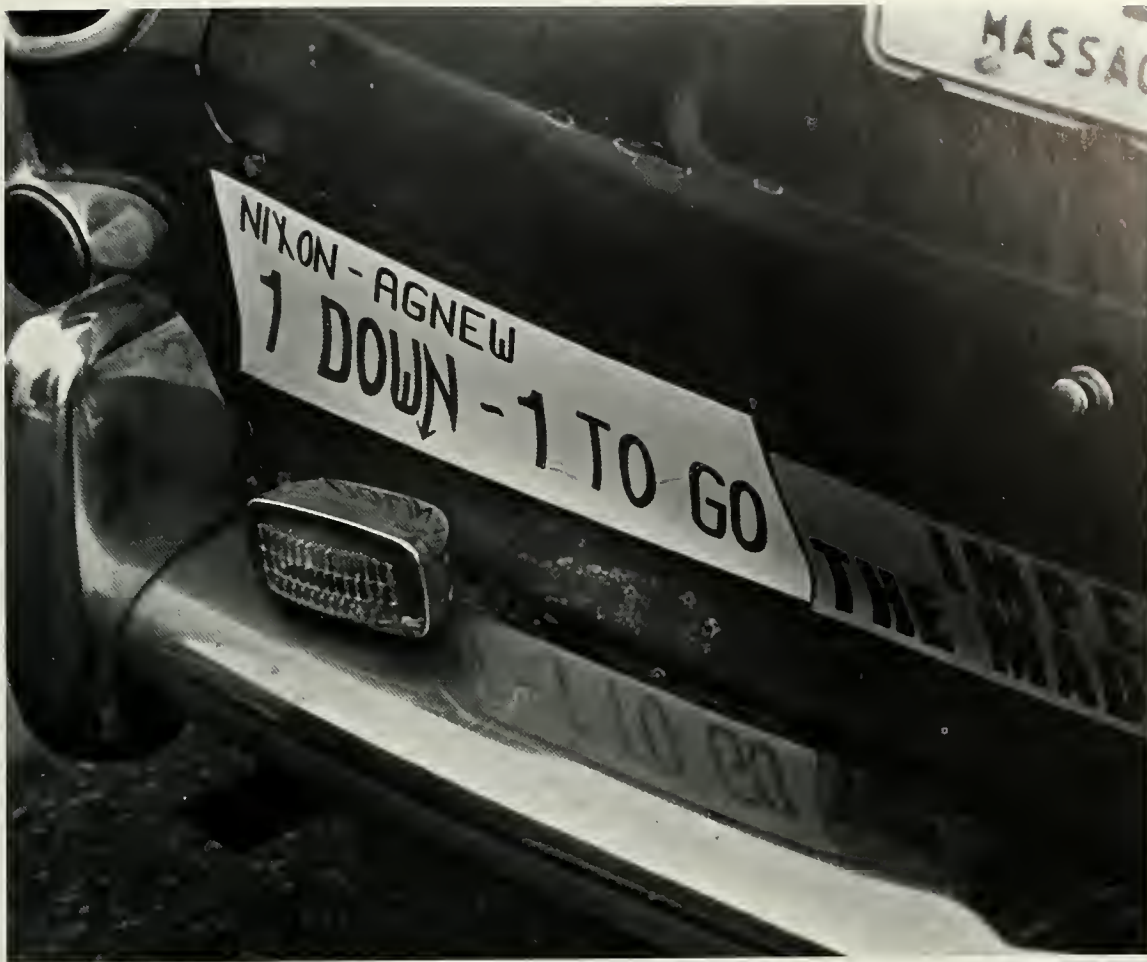


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Bursar		Bursar		Bursar
	Financial Aid		Financial Aid	
Financial Aid		Financial Aid		Financial Aid
	Advisor		Advisor	
Advisor		Advisor		Advisor
	Department Head		Department Head	
Department Head		Department Head		Department Head

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Go To Financial Aid		Go To Financial Aid		Go To Financial Aid
	Go To Financial Aid		Go To Financial Aid	
Go To Advisor		Go To Advisor		Go To Advisor
	Go To Advisor		Go To Advisor	
Go To Department Head		Go To Department Head		Go To Department Head
	Go To Department Head		Go To Department Head	

				
				
				
Go To Hell		Computer Crashes, Choose New Cards		Computer Crashes, Choose New Cards
	Consortium Course Required, Take A Ride On The Shuttle		Consortium Course Required, Take A Ride On The Shuttle	
Go To Pub		Go To Pub		Go To Pub
	Overload Required, Go To Advisor And Department Head		Overload Required, Go To Advisor And Department Head	
Overload Required, Go To Advisor And Department Head		Overload Required, Go To Advisor And Department Head		Overload Required, Go To Advisor And Department Head



What Kind Of Man
Reads Playboy?



daniel halstead



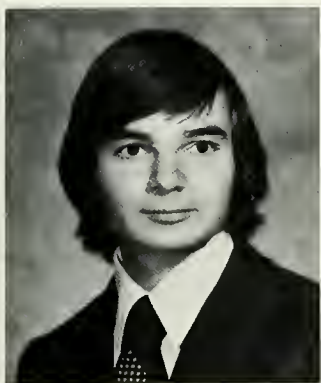
ronald laliberty



thomas tantillo



jonathan leather



allan bonomi



michael simanonok



robert doyle



david wong



steven staudaher



mark chevrier



darrell trasko



lynn d'amico



david shopis



michael kallet



a. laurence jones



keith silverman



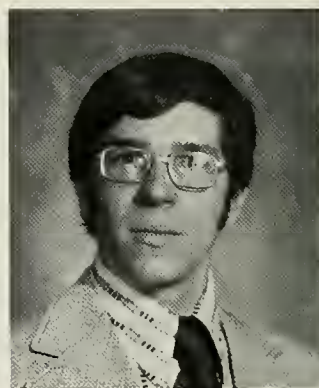
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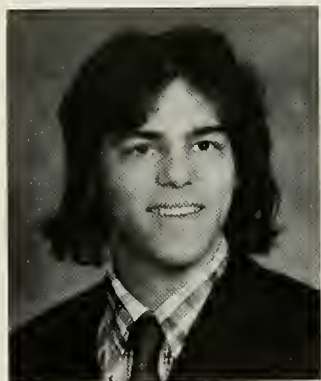
martin meyers



richard dachowski



david cyganski



thomas curatolo



michael cuccia



robert andresen



robert ankstius



robert bradley



robert byron



steven lowe



kenneth linder



david nilson



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william rutter



joseph sperber



michael shultz



frank schlegel



david schwartz



william jagoda



paul o'brian



william oehler



richard newhouse



george goff



scott nelson



mark youngstrom



frank moitoza



glenn miller



david kingsbury



nelson rais



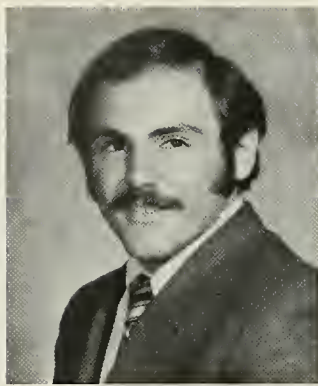
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terry kinter



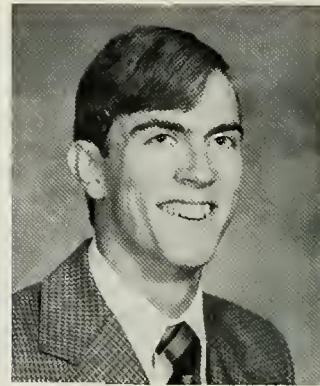
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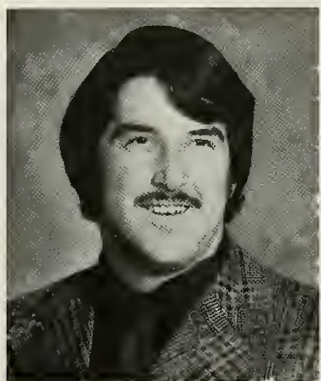
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james qualey



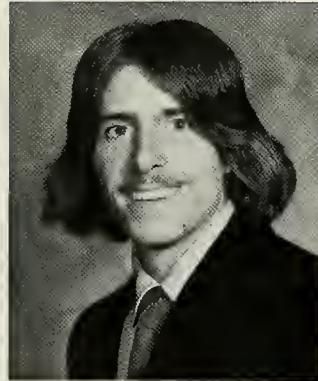
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harrison bicknell



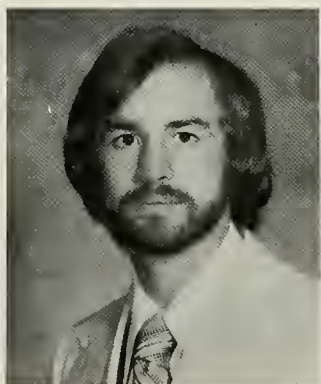
jean reny



kenneth tosi



charles riedel



hammond robertson



clifford ashton



michael rocheleau



mark iampietro



john balint



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john taylor



paul menard



michael irwin



elizabeth pennington



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joel angelico



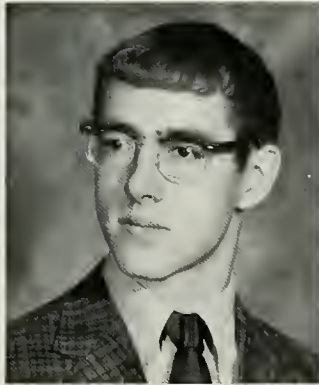
raymond acciaroi



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paul soares



bruce altebelli



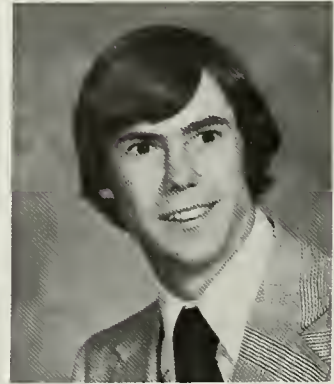
paul feltri



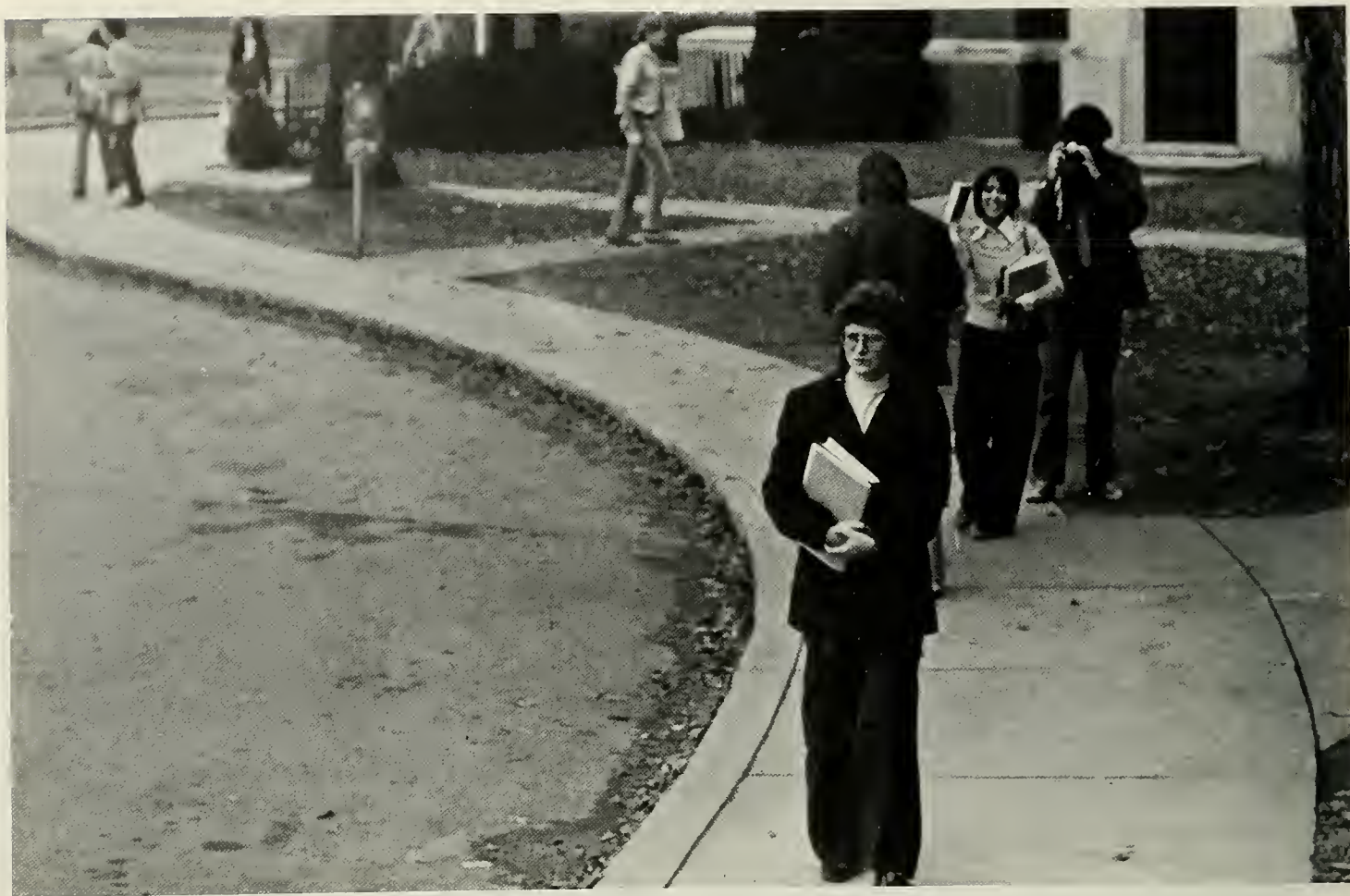
philip keegan

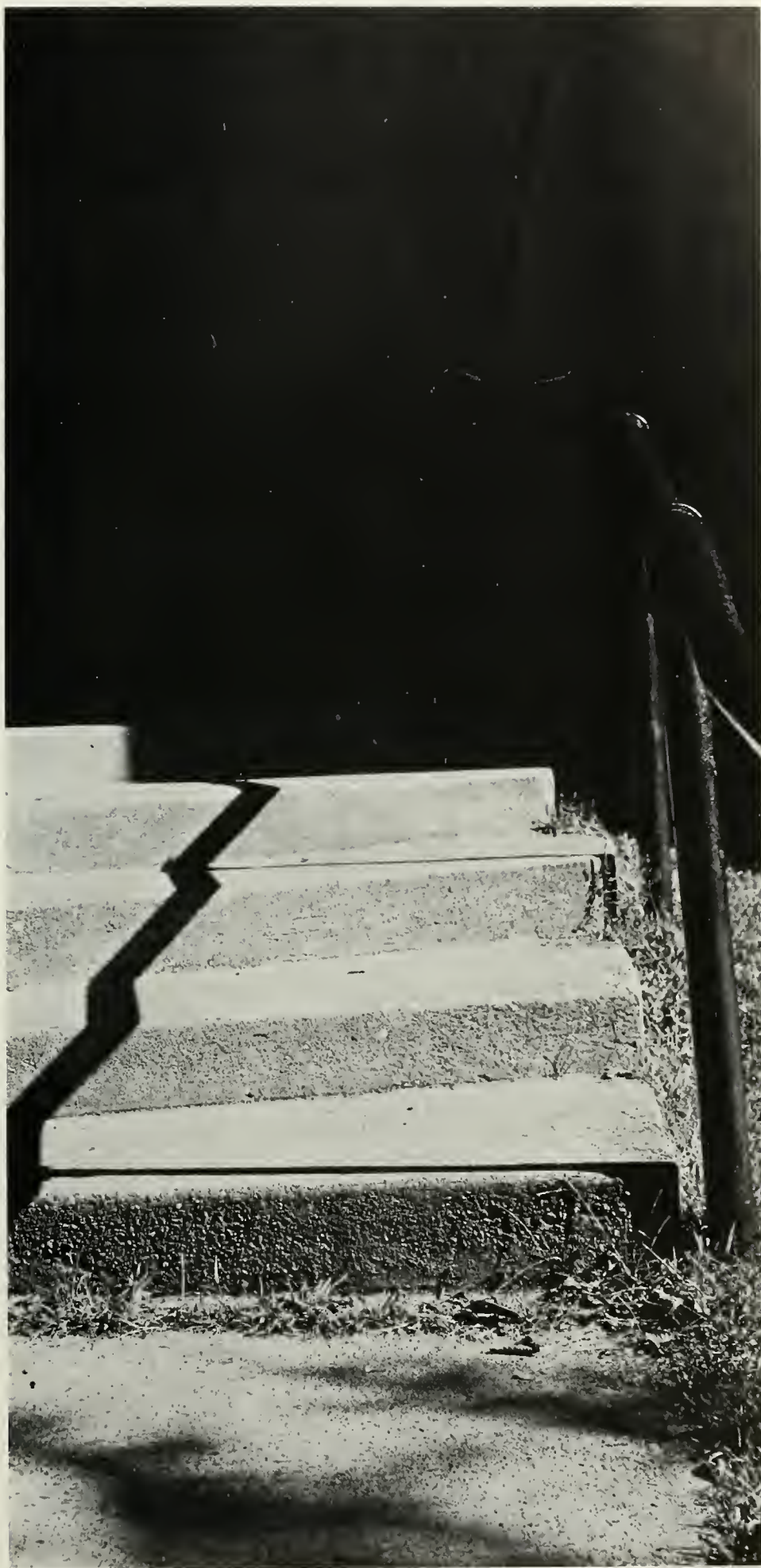


patricia graham



christopher keenan



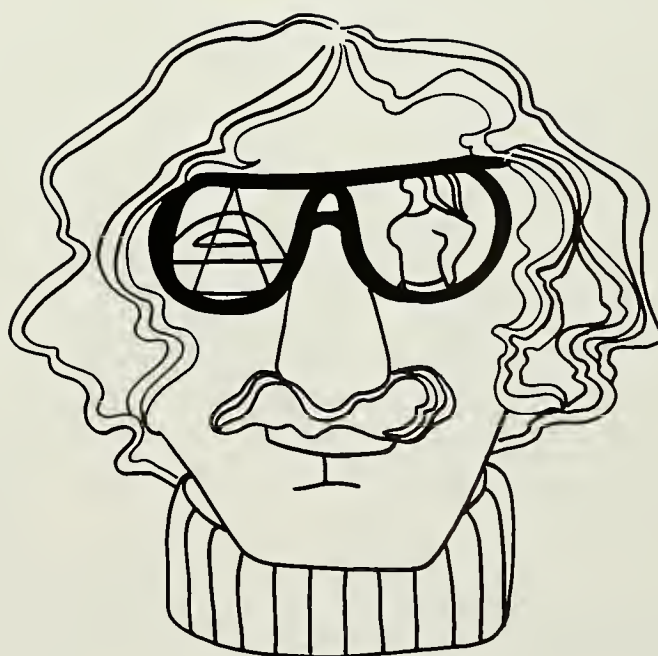


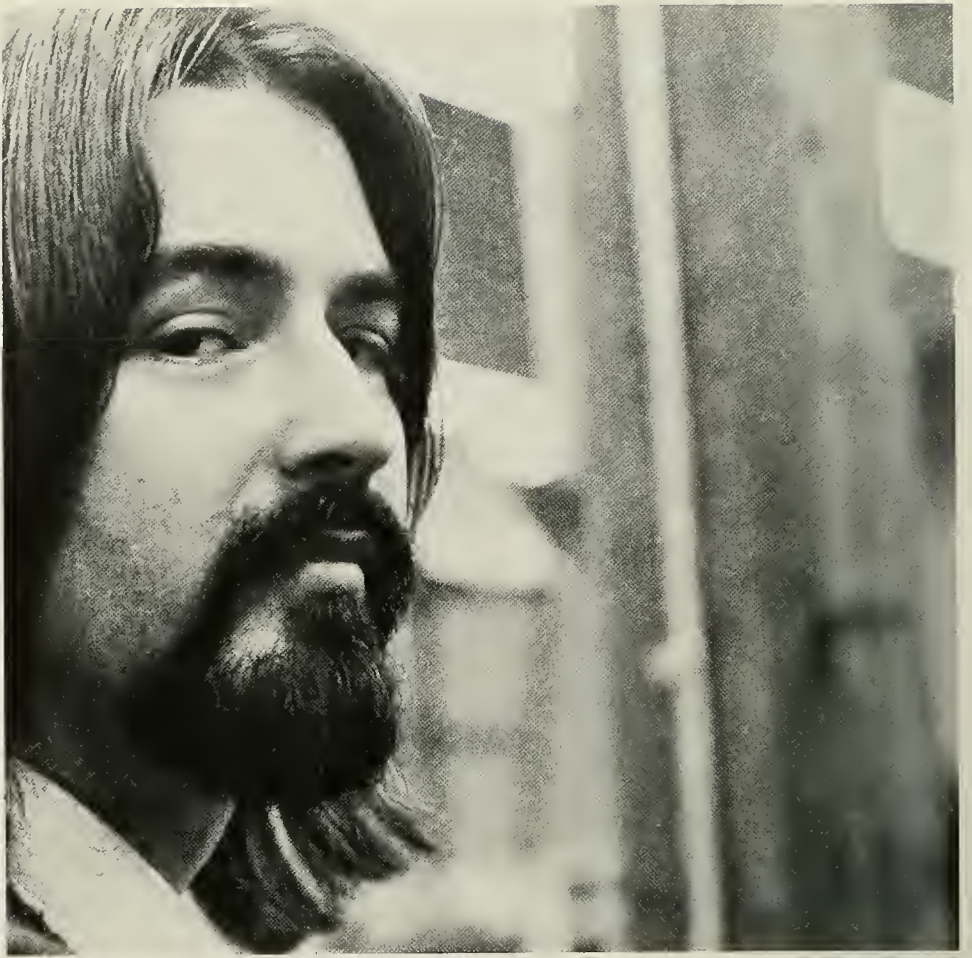




DANIELS HALL





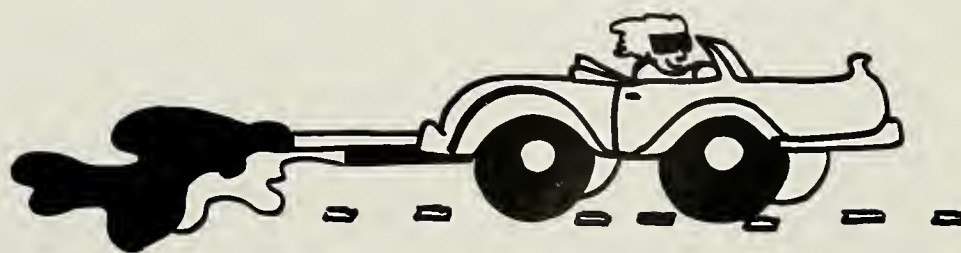


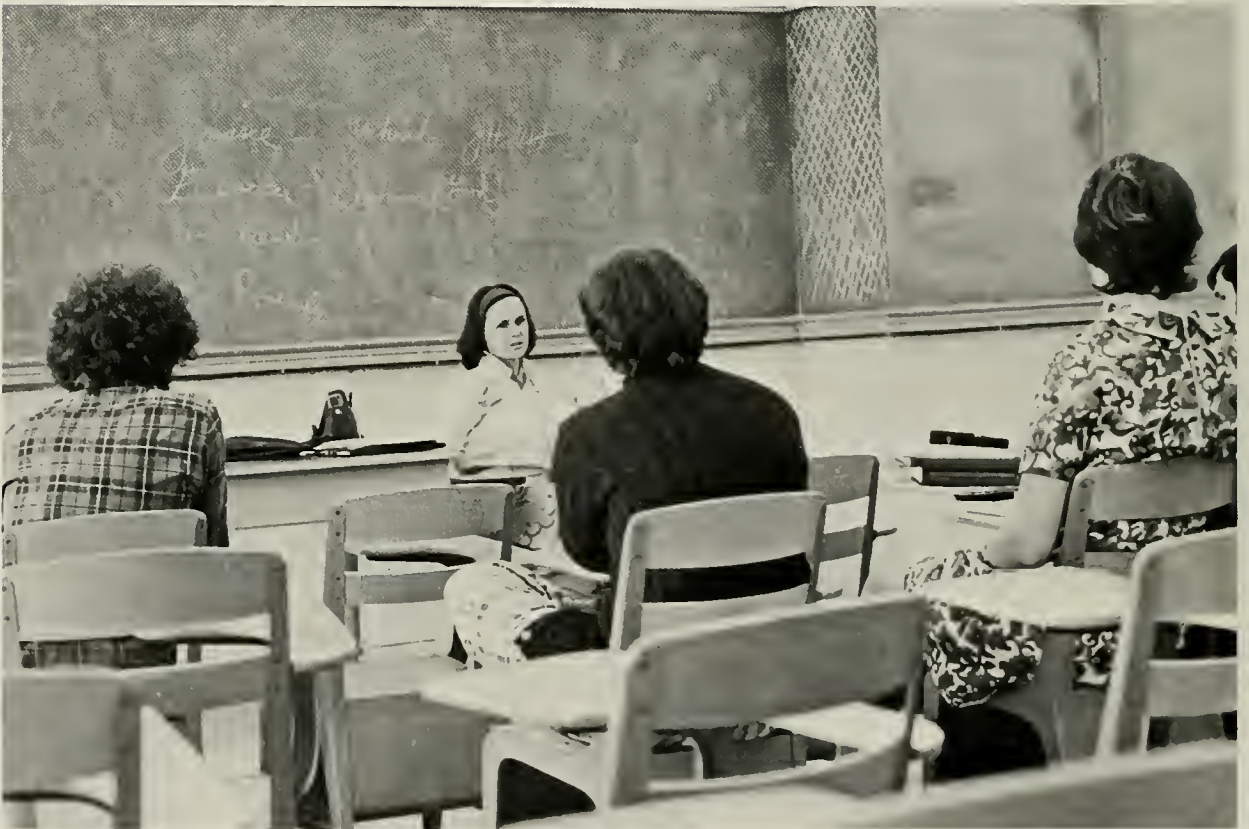
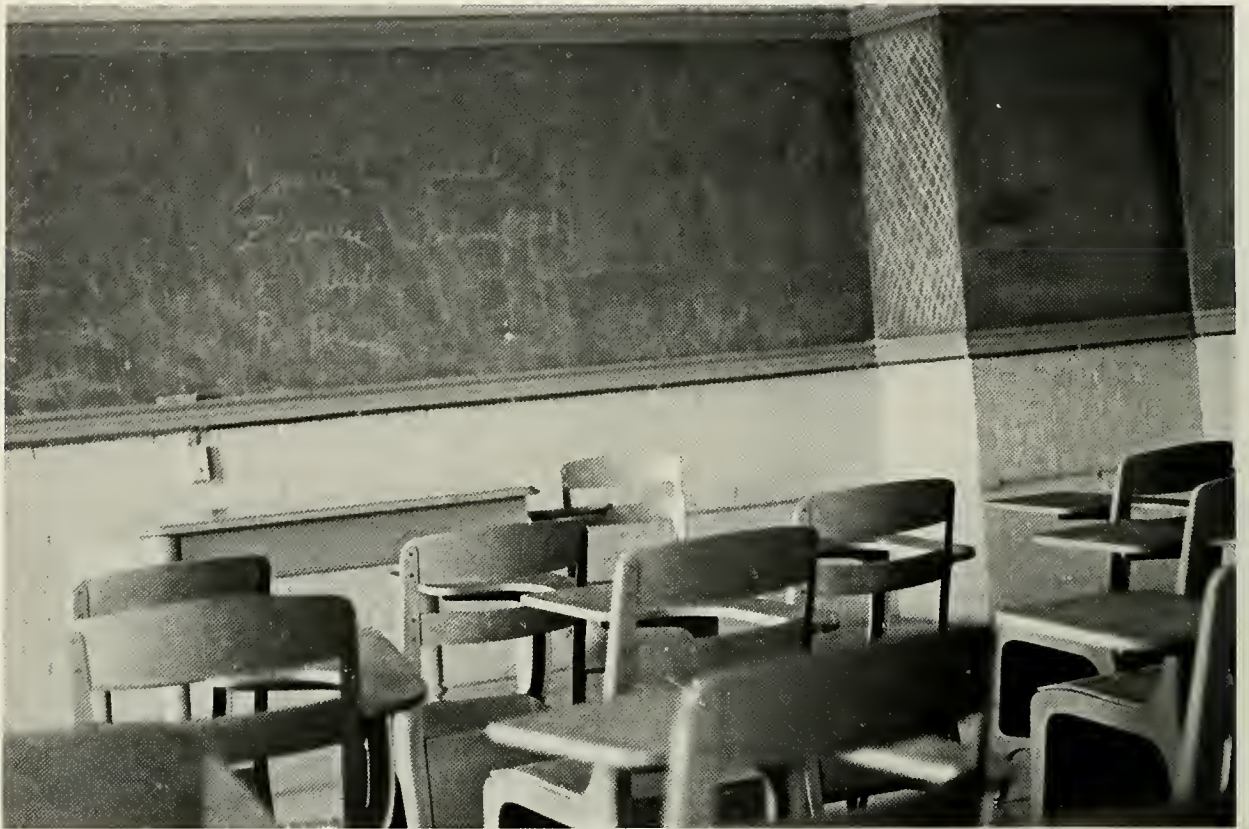


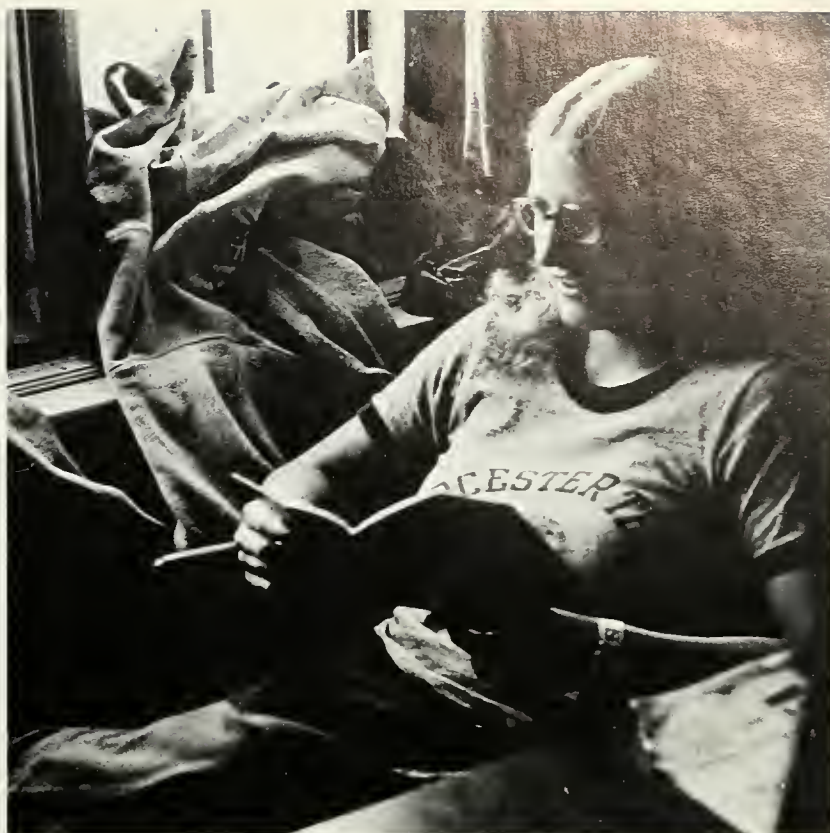


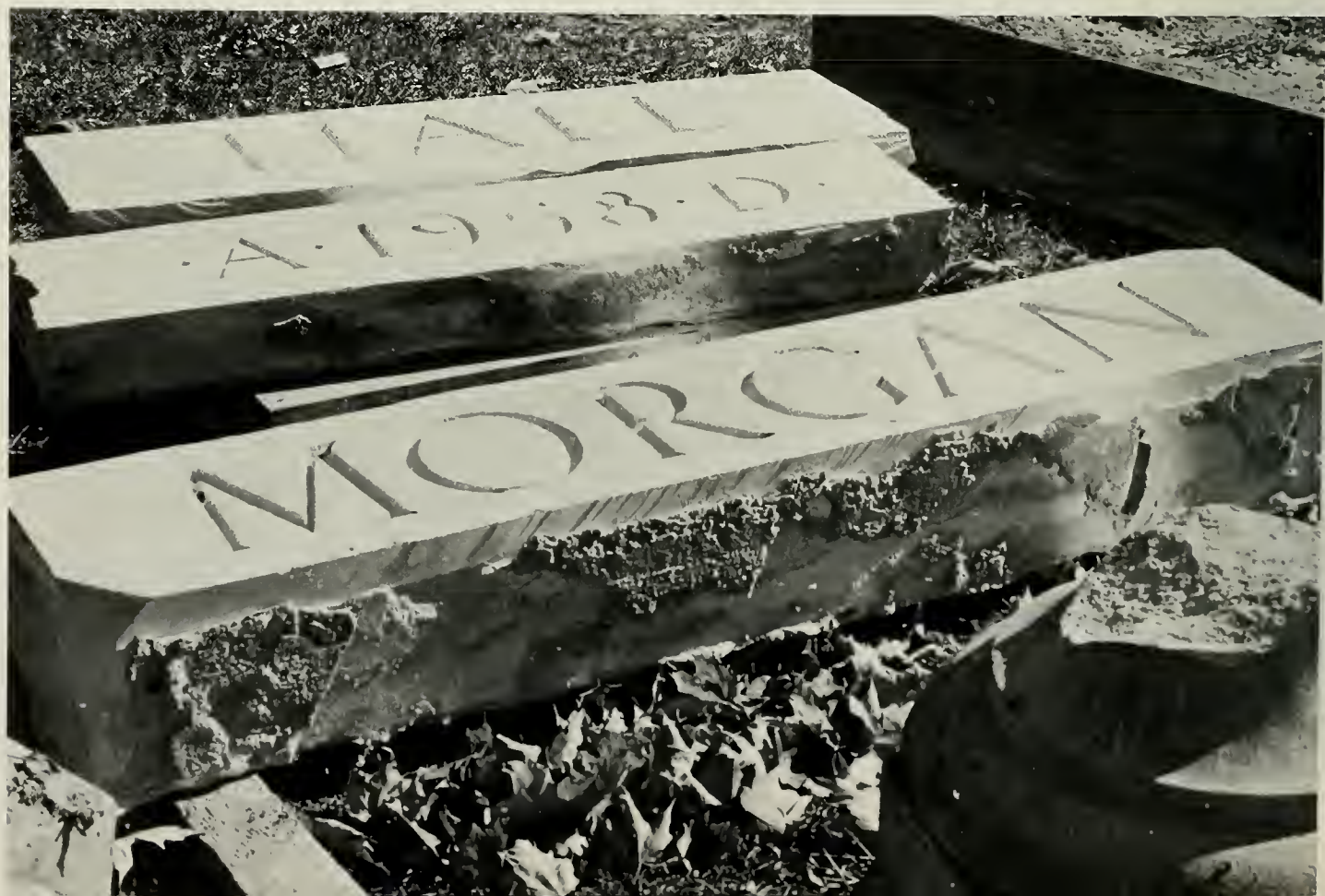


























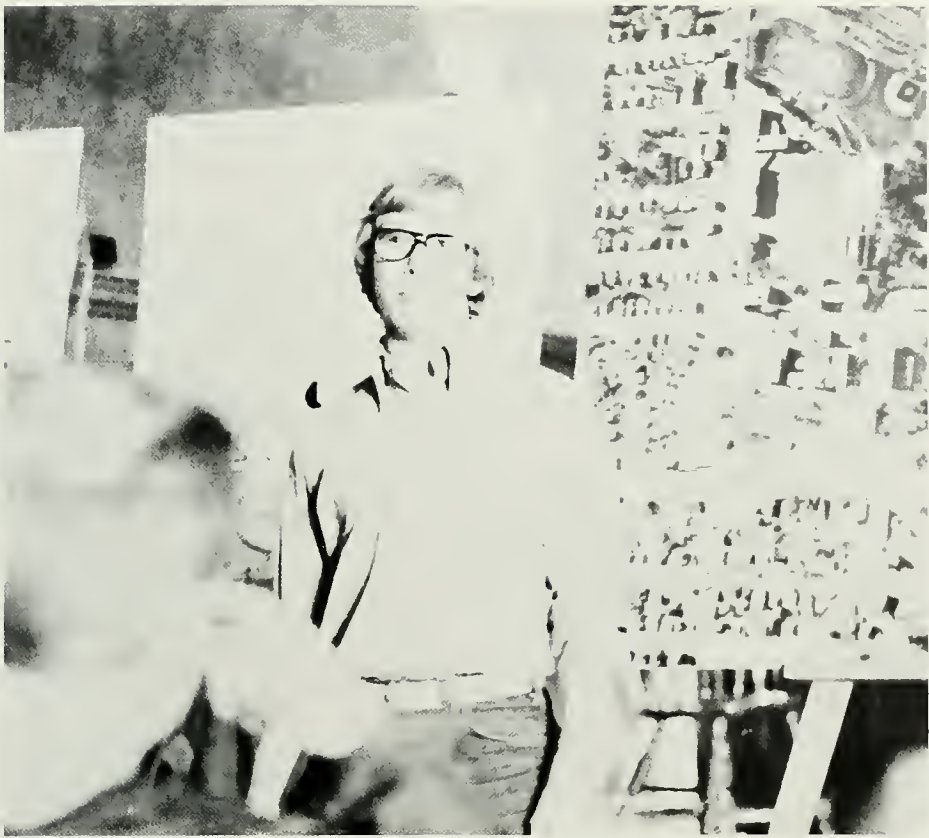
















plan (with the help of an advisor) their own program and a Plan Degree would be a measure of the students' achievement of competence in solving real life problems rather than the accumulation of academic credits. Plan students would demonstrate his or her competence by doing two projects. One of these projects would have to be in the students' major field. An activity relating technology to society is recommended for the second project. Unfortunately there was little space, opportunity, time (with five courses at a time) or advisors for projects during our freshman year. Fortunately, however, most of the students on the plan were freshman and had no great need to start on projects. This would give Worcester Tech time to prepare itself for student projects. The Plan student would also demonstrate competence by completing a competency examination in his major field of study. One innovation in education that was available to all students was Individually Prescribed Instruction (IPI) courses. IPI permits a student to progress at his own rate. Students learn primarily on their own with the aid of written study guides, video taped lectures and textbooks. If a student is having difficulty he can be helped by one of the instructors on an individual basis. When the student feels that he has mastered a particular study unit, he comes to a scheduled class to take a written "assessment". This test is graded immediately, with the student present on a pass or no-pass basis. The instructor grading the IPI assessment may ask the student to explain his answers or he may answer the student's questions. If the student passes, he goes on to the next unit. If not, he must try another test on the same unit after

more study. Grades are based on the successful completion of a specified number of units. In January of 1972, all of us met another new program called Intersession, in which students can take mini-courses on a wide variety of topics such as mountaineering, cam design, building and maintaining a home, witchcraft, special relativity, and many others. Also during January of 1972, the life science department was established. Final exams were also abolished during this year. Everyday social life left a lot to be desired during our freshman year. The less than fifty girls played a very insignificant role at Tech. Near the end of the year however even this started to change. "Tech girls" began taking a more active role on campus. During our sophomore year (1972-1973), Worcester Tech really underwent a metamorphosis. First of all, the school threw out the old curriculum and started all over again. The new curriculum was very WPI Plan oriented. There were more opportunities for projects, more independent studies, and more humanities. These new courses were of seven week duration resulting in four 7-week terms instead of two 14-week semesters. The course load was now three courses rather than five. The seven week terms and the lighter course load made it possible for the student to more fully concentrate on his project without having to worry about other courses. The 7-week term also made it possible for a student to go out into the 'real world' for a term if he wanted to. Of course, with any new system, there were many bugs. Many courses tried to cram fourteen weeks worth of work into seven weeks. There was less time to discuss problems and homework. Courses could not go

into the detail that they used to. Some of these problems appear to have been solved, yet some still need to be worked on. It seemed as if there were two separate schools on the same campus. The students on the traditional program comprised one school, while the students on the WPI Plan comprised the other. The campus, however, was that of traditional Worcester Tech but not for long. Worcester Tech started getting a facelift during our sophomore year. There was construction everywhere. Most of this construction was an improvement. Unfortunately, however, some of the construction was not in the best interest of the school. The city of Worcester decided that they wanted to straighten out Institute Road, so they cut away the bottom of the hill in front of Boynton Hall. When they cut away that section of the hill, they destroyed some of the natural beauty of the school and created more traffic on Institute Road. The destruction of our hill by the city of Worcester was completed by January 1973.

Worcester Tech started leveling the top of the hill in back of Morgan. They also started tearing down houses. The purpose of this construction was to make room for the Ellsworth and Fuller residence centers. Ellsworth-Fuller offered needed living space and a new alternative for on-campus living. Instead of being dorms, Ellsworth-Fuller are townhouse style apartments, complete with kitchens and private bathrooms. The Ellsworth-Fuller residence centers were ready for students, even though the furniture wasn't. During our sophomore year, renovations were started on . . . the first floor of Daniels, which included building a wedge-shaped area connecting Morgan



and Daniels. The old Daniels was crowded and had no recreational facilities. The mail room was small and had mailboxes for only the students living in the dorms. The bookstore was small and crowded. The Snack bar, Peddler Office, and Tech News were also located in Daniels First floor. During the renovation of Daniels 1st floor, the bookstore moved to the storage room in the basement of Daniels; the snack bar moved to the basement of Riley; Tech News moved to the Green room behind the stage in Alden; Peddler and the mailroom moved to the basement in Riley. During this time they also started construction on the Wedge thus closing off the sidedoor of Daniels, the front entrance of Morgan and the laundry room in Morgan. When they finished in the Winter of our junior year, the bookstore moved back to its old but larger

area; the mailroom now had boxes for all of the undergraduate students; Tech News remained in Alden; the Peddler and the Snack bar remained in Riley; Daniels first floor now had a recreational area with pinball machines, pool table, and foosball; and the wedge didn't seem to have any major function at all. Eventually, we started using the Wedge for the coffeehouse and for meetings. During our junior year most of the games were moved out of Daniels and a television set and chairs were set up to replace the games. Another construction project started during our sophomore year was the IQP center, which was completed term C73. Before the IQP center was built, the third floor of Washburn was a useless dump. Now it is one of the most useful places on campus. The IQP center is a central area for students to find informa-

tion and receive advice on Interactive projects. Worcester Tech was becoming . . . WPI Plan oriented. As stated before, it was a transitional period: like having two separate schools on campus. In the beginning of the transition, the traditional program was overwhelmingly dominant. However, it didn't take long for the students on the WPI Plan to become a majority. More and more of the school was becoming Plan oriented. Even the students on the traditional program could not help being partially on the Plan. Students on the traditional program had to take 7-week courses and could take IPI courses and Intersession, both part of the WPI Plan. Students on the traditional program could even do projects. Worcester Tech was being phased out and WPI was being phased in. Worcester Tech signs were being replaced by



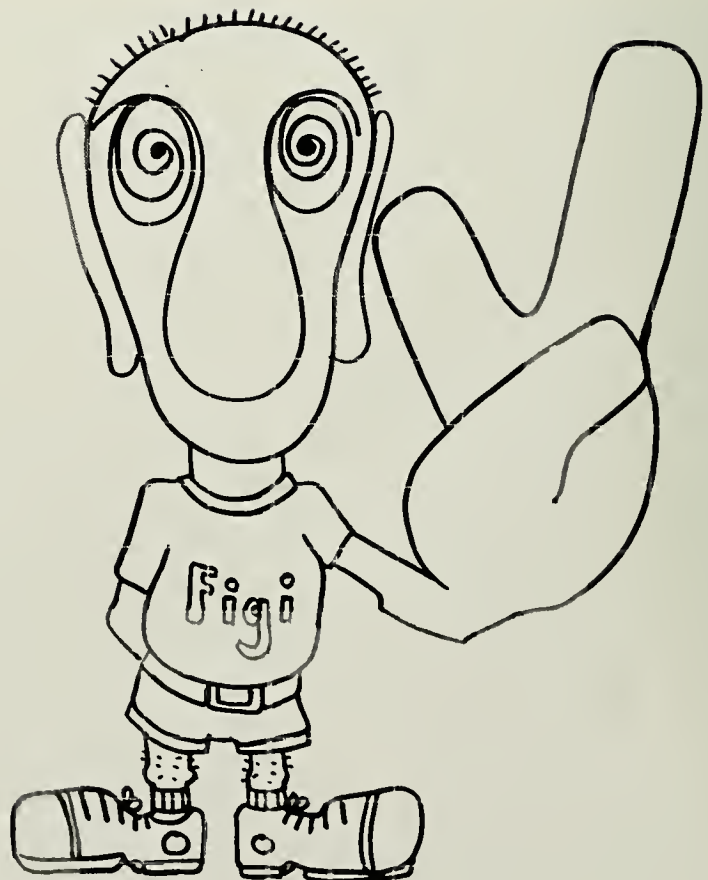


WPI signs. Students on the traditional program were now non-Plan students. Our school newspaper, *The Tech News* was changed to *WPI Newspeak*. Even conversations changed. Students used to talk about QPA's, CQPA's, 4.0, AUD, I, CSAA, F's, 1.7, and A's. Now they talk about MQP's, IQP's, IPI, NR, D.C., WPICTV, NA, DEF, ID, TCU, HU, IS/P, and SS. Of course, there are topics such as WICN, WACCC, JPvA, BS, ES, NSF, ESSP, PR, IEEE, ASCE, ASME, IFC, RA, TGIF, which both Plan and Non-Plan students talk about. Another major thing that changed the roll of girls at WPI. There are over 100 women at WPI, but even more important is that they have become more active and WPI has become less chauvinistic. Say guys, remember "Notice a Co-Tech Day"? The

girls, remember, got even with "Shock a Techie Day". Four years ago, there were only four gym courses for girls. Now, most of the gym courses are co-ed. The women created their own sports teams (ie. girls crew and basketball), which in many cases had a better record than the comparable men's teams. Women started obtaining official positions in clubs, classes, and student government. Some co-eds are now part of Tech history. Nora Blum became the first woman Editor-in-chief of the school newspaper. During the fall of 1972, Michelle McGuire was the first woman to be elected Freshman Class President. In the Spring of 1973, Patricia Graham was the first woman elected as Sophomore Class President and she has remained the President of the Class of '75 ever since. Judy Bagdis was the first WPI co-ed to

be selected as Homecoming Queen. Finally, the biggest victory of all was when Denise Gorski defeated a line of male contenders for the office of Student Body President. She became president during term C74 of our junior year. Another big event during term C74 was the Project Center, which was used to hold the offices of buildings and grounds (presently located in Washburn). The project Center was a very important development for the Plan. It gave the students a central location to work, have meetings, and make arrangements for their major qualifying projects. The school also set up off-campus internship centers, such as St. Vincents Hospital and the U.S. Army Natick Laboratories, to lend a greater variety in projects. WPI even set up a satellite campus in Washington, D.C. The school ac-

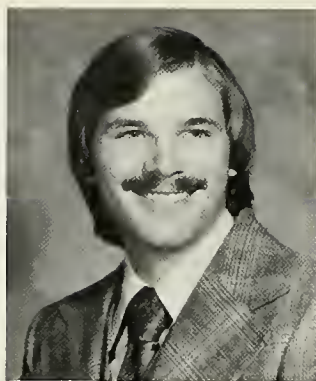
quired the Washington project center in the spring of 1974 and the first students arrived Term A74. Not all the changes were functional. Some of the changes made were meant to beautify the campus. The so-called "Greening of the Campus" started with the trial closing of West Street. (note: at this writing the City of Worcester was still in the process of deciding whether the street could be closed permanently). Most of the greening occurred over the summer between our junior and senior years. During this time, Earl Bridge was painted green; the parking lots around Boynton hall were planted over with grass; trees were planted; the parking lots behind the Library and in back of Atwater Kent were enlarged; and a mall (completed term B74) was built between the Project center and Washburn. Also during the summer students built a new pub in the basement of Riley where the temporary snack bar had been located. The pub used to be a closet-sized room in the sub-basement of Riley and was only open to seniors and faculty. When the drinking age was lowered to 18, the students wanted the pub opened to all students. For this, the school needed a larger pub. The new pub is a great asset to WPI. It gives stu-



dents and faculty a place to relax, get drunk, have informal meetings, and have fun. The pub is also used for dancing (bump and boogie) and for the coffeehouse. The pub now occupies not only the snack bar area but also the old Daniels Commons area in the basement of Riley. The Peddler office in Riley became the game room and Peddler moved one door down the hall. Since the new pub pushed the snack bar out of its home, it had to be relocated on a little table in the Wedge until Morgan Hall was renovated. The renovation of Morgan started in the beginning of the summer of '74, but because of labor strikes, was not ready by the time term A started. Until the work was completed, the dining hall had to take up temporary quarters on the basketball courts in Harrington. This caused a lot of grief. By the time the student returned from Thanksgiving vacation, the new dining hall was complete enough to use. Later in term B74, the new snack bar was completed. The serving area was in Morgan and the tables in the Wedge. In January of 1975, the renovation of Salisbury will begin and in June of 1975, we, the class of '75, will be graduates.



brian carpenter



robert sooy



thomas mcgowan



richard lurix



john drum



william dino



robert granger



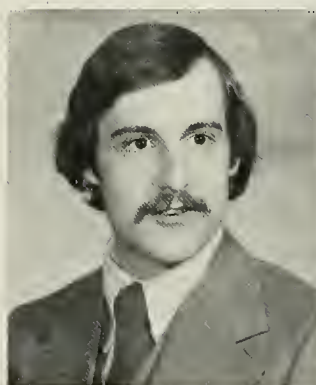
roger weekly



richard ames



andrew armstrong



michael dudas



francis du grenier



walter perkins



jeff setlin

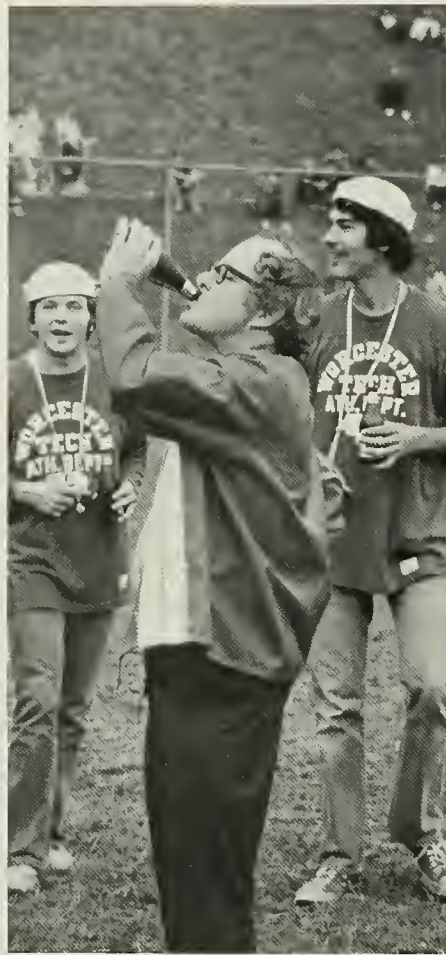


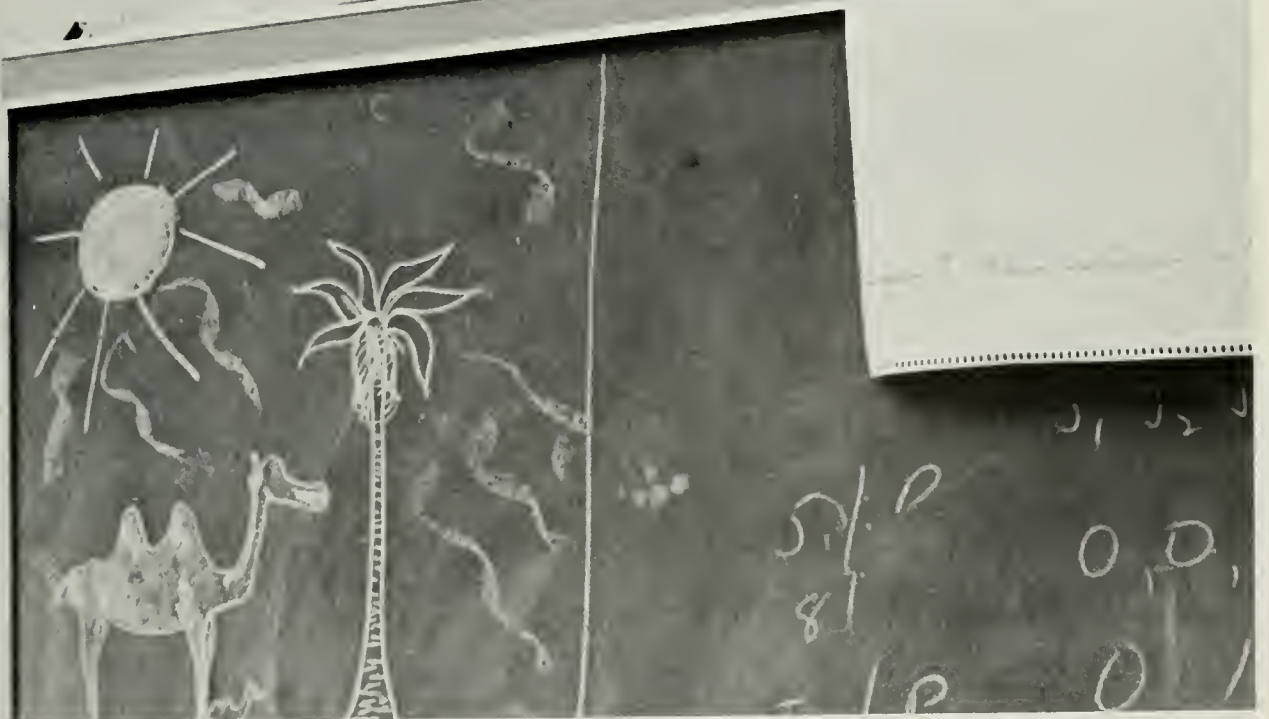
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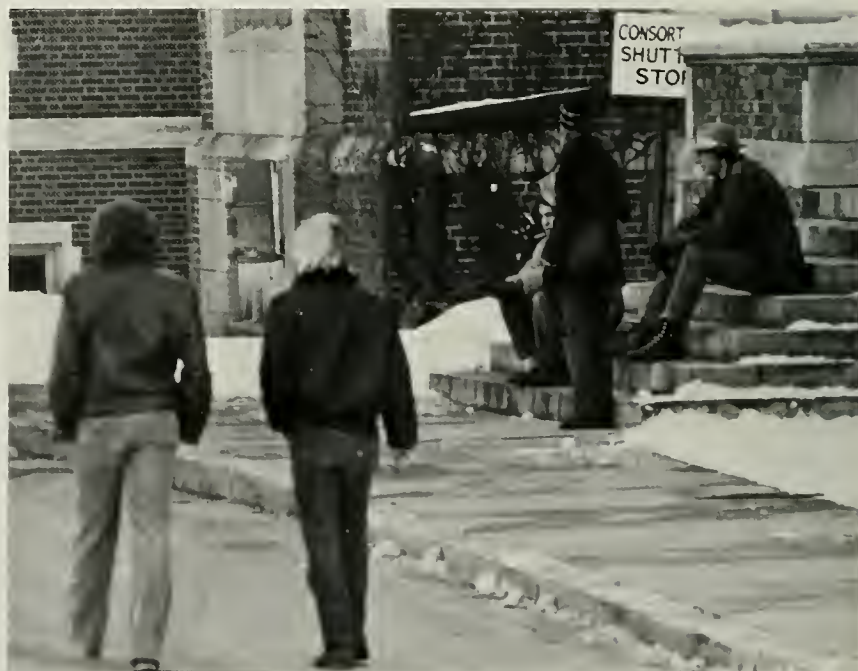




C. H. BUSBY, L.L.P.













BOWLING LANES

HOME OF THE '74 NATIONAL CHAMPS

PRICE LIST

.40 PER STRING
.25 SHOE RENTAL

NO BOWLING ALLOWED WITHOUT
THE USE OF BOWLING SHOES.

- PLEASE NO BARE FEET.
- NO PRACTICE FRAMES.

The Management



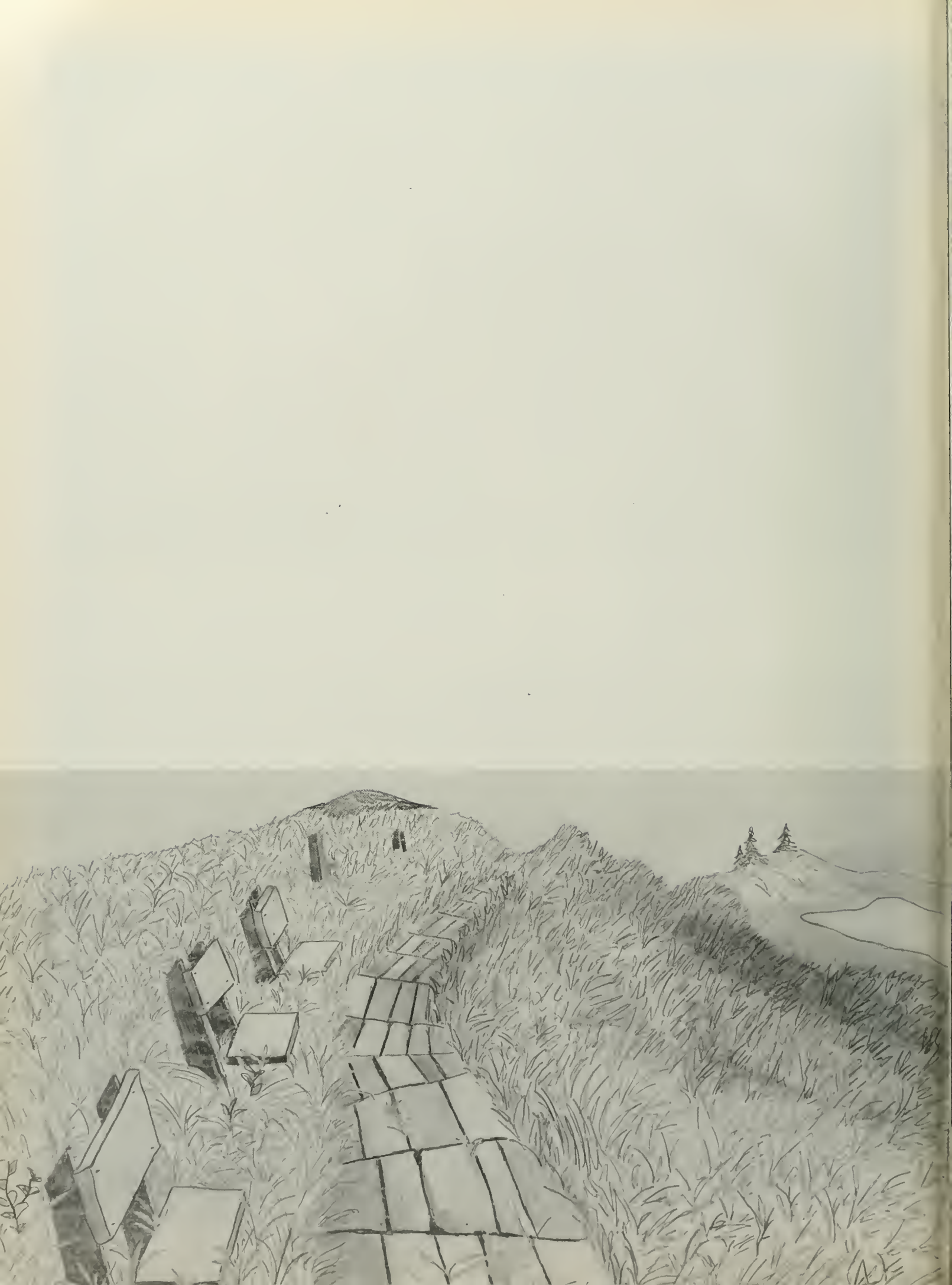


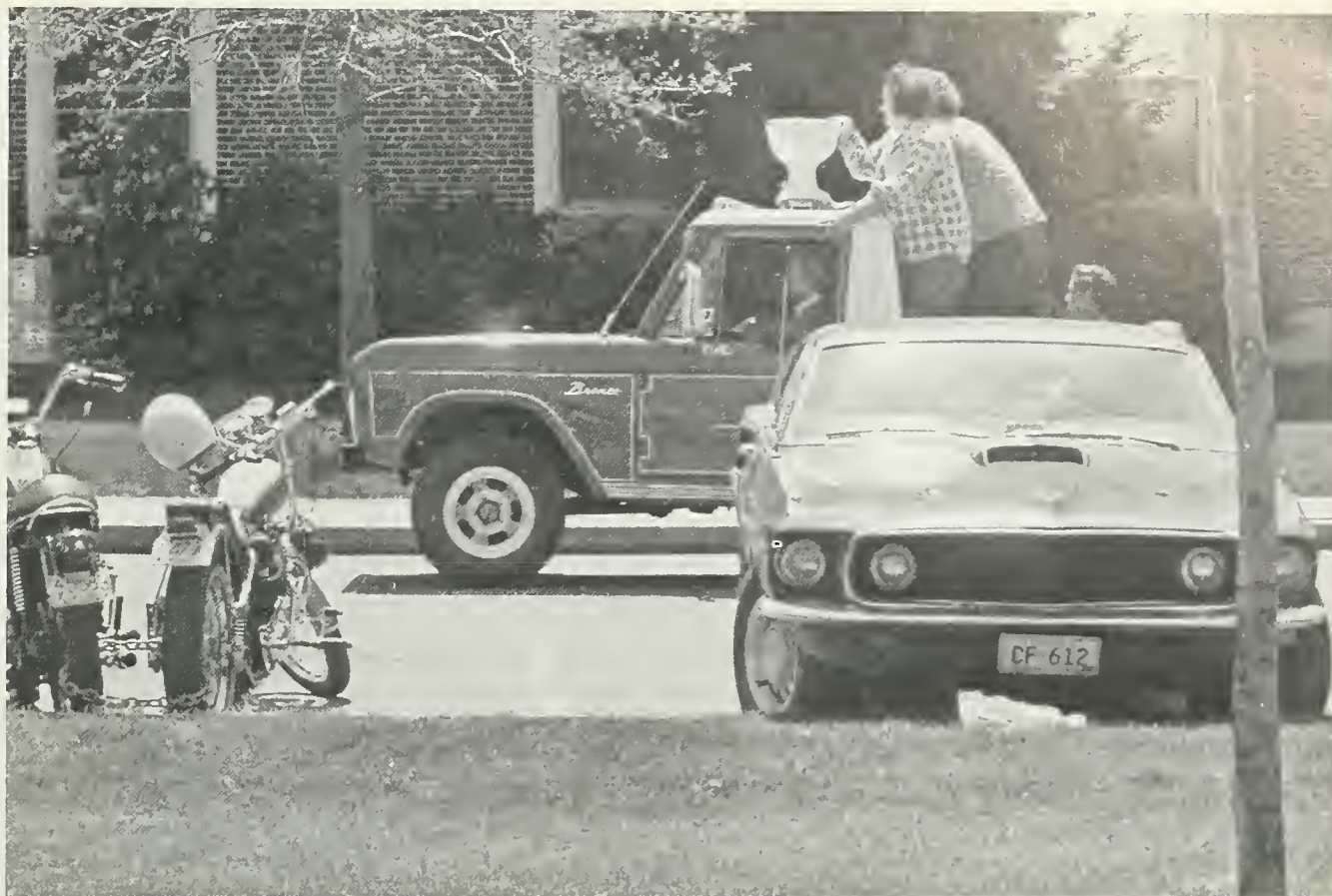














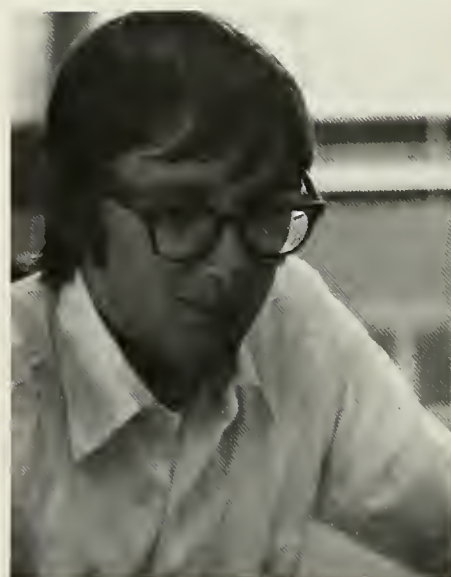


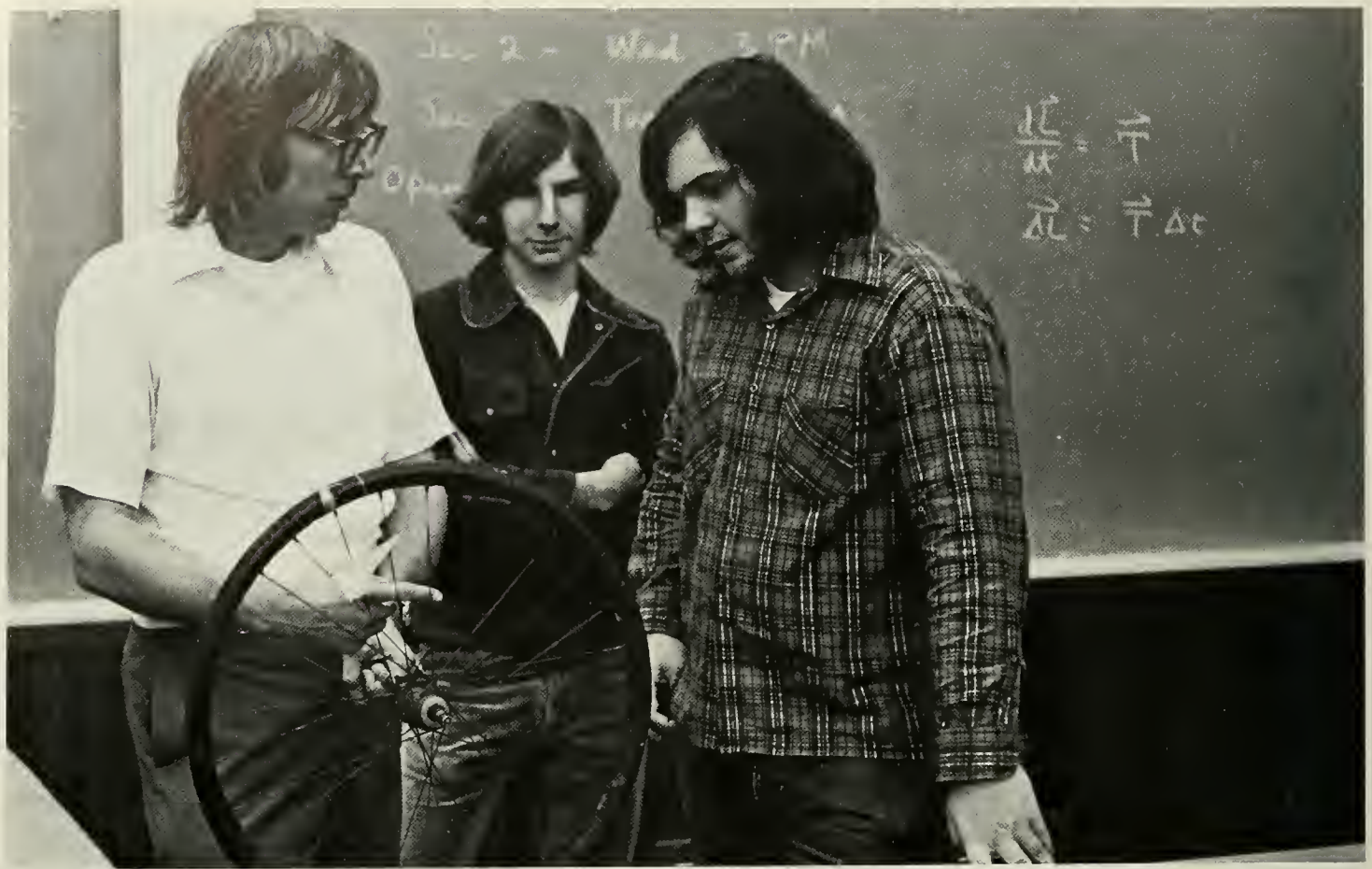


A New

PEDDLER INTERVIEW

Loosely Based
On
Old Peddler Interviews





Peddler:

How long have you been at WPI and what impressions motivated you to come here?

Keil:

Let's see . . . I've been here more than seven years. The reason I came was because I believe that the school is very interested in undergraduate education and there seemed to be a little more interest in examining what the school was doing to improve its undergraduate program. An undergraduate is usually way down on the list of vital organs and it seemed that there are a lot of people who are interested in seeing that the undergraduate education progressed.

Peddler:

Do you think because of the fewer number of graduates found here compared to other schools

affects the emphasis placed on the program of studies?

Keil:

Oh yes, definitely. Some people would say that WPI missed the boat back in the 50's when a lot of schools went into research as a big part of intergraduate education. This school had the chance to do that but didn't. There were people who wanted to, but for some reason the school never went for research in a big way. I think that we are lucky that we never did. I think the focus of education in this country is changing. It's going back to undergraduate education.

Peddler:

From the technical and highly sophisticated to the basics of general theory and practical application?

Keil:

Yes.

Peddler:

Does WPI compare in any way with Cal Tech? Is the Cal Tech educational philosophy similar to WPI's?

Keil:

In some ways it does. They're both engineering and science schools. The students at Cal Tech and the students here are fairly similar, although Cal Tech tends to be more competitive in admissions. Maybe their students are a bit brighter. If you visit the two campuses, you'll see a lot of similarities. All engineering students look alike and socially the two campuses are similar. The main difference you would notice is that the real major emphasis at Cal Tech is graduate education and engineering research.

Peddler:

Has the school and faculty changed much here at WPI since you came?

Keil:

Yes, enormously.

Peddler:

What were the big changes you've noticed in the last two or three years that would be more noticeable by a faculty member than by a student?

Keil:

The major change has been the plan, but along with that there are a lot of other changes. When I came here, it was the first year graphics had been dropped as a required freshman course. It was also the first year they had introduced a freshman elective. Before that, freshmen and sophomores followed a rigid program. If you were lucky, you might have had one elective in your junior year and maybe another in your senior year. Now everything is totally different . . . the students have changed. I came here in 1967. That was the beginning of the student unrest on a lot of campuses which finally peaked in '69 or '70. There's no longer unrest, but the students are not quiescent in the same way they were. There's been a big change in the attitudes of the students.

Peddler:

Do you think the lesser degree of dissent here as compared to Berkeley or Kent State was because as engineers, we might have

a much more logical or more clear-cut view of things?

Keil:

I wouldn't have said it's because engineering students are logical, that may be part of it, but another part of it is the kind of backgrounds that engineering and science students come from. They tend to be more conservative as activists than liberal arts students. The stereotype of the engineering student is a first generation educated son of a foreman. The stereotype is not very accurate but it does reflect somewhat the attitudes of engineering students. Engineering students, by and



large, are very strongly career motivated and interested in getting a degree followed by getting a job. Things which interfere with that are to be ignored. That's not characteristic of WPI alone, even the engineering school at Berkeley never took part in the marches. There were protest marches here.

Peddler:

Have any of your attitudes changed since you've become a faculty member? Have you tried to carry over a lot of the problems you might have had as a student

to try to help students now that you're in a position to do that?

Keil:

Certainly my attitudes have changed since I've been here. There is no question that I learn something every year. You keep changing, you get more experience, and you begin to understand a little bit of what's going on. I don't think that the memory of what it was like to be a student was a very helpful thing for a teacher. I think often that teachers that are the least sympathetic to students tend to be younger teachers because they're more certain of what they're doing. I have an advisee who is doing a student teaching project and he knows that this is happening to him. He explains something and if a student asks a question, all he can do is to respond by saying the same thing louder. If they have another question, he says it louder yet. I think experience counts in that you begin to understand a little. You've heard all the questions at some point and you

know how to respond to them. Sometimes a student will ask a question and not really know what he's asking. Once you've been through it you begin to know what the question is really. I think very few people are able to remember when they get up in front of a class what it was like to be a student. It's a hard transition for most people.

Peddler:

Do you think the student-teacher relationship is good here? When I first came to WPI,

classes were 12 to 20 students in a class with an instructor. The names came easier and many times the professor would call you by your first name. Then as I progressed towards my junior year classes gradually became larger. You became a last name, occasionally pronounced correctly, and sometimes you'd catch a professor in his office other times you'd have to make an appointment to see him.

Keil:

I think the student-faculty relationship here is very good compared to other schools. In the last few years the classes have gotten larger and because of the hecticness of the transition to the plan it's become harder to catch a faculty member in his office outside of class hours. I think to some extent that's been compensated for by informal contacts between students and faculty. I think they are much more prevalent and effective than they were when I first came here. Fortunately, 90 percent or more of the faculty are dedicated to undergraduate education. It's amazing to see the number of faculty members who spend just an incredible number of hours dealing with undergraduate students. I think that has made the general relationship with students and faculty quite good. It could always be better.

Peddler:

Do you think the plan has brought WPI closer to a real-life situation as compared to other engineering schools? Does WPI do a better job in preparing the student for the engineering world and practical application?

Keil:

I think it's doing a better job for some students. I don't think



things have changed that much for the majority of students. Inevitably a college is not very close to the real world. It's an isolated and insulated community. One of the things that has happened in the last few years is that the pace of change on the campus and the uncertainty that both students and faculty have gone through in that period of time has better prepared people for real life situations. Real life situations are ambiguous. You don't always know what the problem is.

Peddler:

Do you think that the plan should be optional for students?

Keil:

No, I don't think so. I'm a tremendous optimist. I think there's much more potential in the in the students who are here than WPI has ever realized in the past. . . . and more potential then it's realizing at the moment. It's still possible for the student to escape the challenges and the ambiguities of the plan. I don't think that permitting students to do that does them any favors. I think that staying with the plan, with it's ambiguity and the constant challenge that goes with it, is educational. It also seems to have proven itself superior to the traditional system.

Peddler:

Do you think the advising program is working to the extent that it should be?

Keil:

I don't think there's any question that the plan advising system has been a minor disaster maybe even a major disaster in some cases. I'm not sure I know exactly the reason why it's gone so badly. Part of it is certainly due to the



rapid pace of change. There are changes in the calendar, changes in the courses, this, that, and a hundred other things. It is quite a problem to have everyone adjust to all these changes in such a short period of time. There have been a lot of horror stories about the advising system. I have the feeling that we know that we are going to get over them. I think there is a core of very dedicated faculty here — dedicated to being advisors and trying to do the best kind of job they can. I think to some extent in the last few years they've been undercut. Undercut by administrative failures and failures of the computer. I think students sometimes have no notion of how difficult it is to advise students especially if you can't get any information about them. That has often been the case in the last few years. Occasionally, you can't even find out if the student

is still here or not. Students keep getting dropped from the computer. That makes everything doubly difficult. I think some kind of training program for advisors would be useful and I think we haven't made the kind of efforts that we should have. Incidentally, there is a micro counseling-training program going on that at least some of the faculty are attending. There is a large segment of the faculty that is interested in becoming better at advising. There are a large number who are already good. Some of the departments have so many students that it is very difficult to know each one individually. Perhaps during the freshman year we should select faculty members to be advisors rather than to try and spread it uniformly across the faculty, then allow students to transfer to someone in their major area after that.

Peddler:

Do you think it would really be a harmful situation if a student got an advisor in the wrong department?

Keil:

I think that it's fine for a student to have an advisor who is not in the student's major field, but many of the faculty feel uncomfortable. I have a senior Management student as an advisee and at times I feel uncomfortable with that, but the particular student is aggressive enough to be able to ask for any information he needs not from me, but from someone else. I think it has worked out well in this case. If he were a little less aggressive, I might very well have advised him to switch to another advisor. I can help him in other ways, but if he was not aggressive enough to seek the information from the management people, then he would have a problem. I have a Computer Science advisee, a junior, a similar thing. He's aggressive enough to get the information at other places. I can see that there would be some students outside physics or outside the sciences say, where I would be uncomfortable advising, but in general I think that it should not make any difference.

Peddler:

The seven week terms have been with us for almost two years, do you find yourself cramming the last week with last minute things you want to fit in?

Keil:

No, I like the seven week terms very much. In fact the longer they go on the better I like them. There is a problem with adjusting to the length of the term. You can't do in seven weeks what you did in

fourteen. It isn't just a question of the new terms being 85% of an equivalent fourteen week term. There are things that are very very hard to do in seven weeks. You have to change your whole attitude toward the course.

Peddler:

I know a great deal of the time you'll get into a class and the professor will demand some outrageous amount of outside study time per day for successful completion of the course. This works out to be quite a few hours with a normal three course load. Do you think that this demand has cut down the amount of outside activities a student gets involved in?

Keil:

No, not noticeably. I think it did and it was obvious the first seven week term that it did, but I don't think it has since then. One of the most perceptible changes at WPI since I've been here has been an increase in the diversity of both the faculty and the students. It was a relatively homogenous place when I came. I suppose it was already showing signs of becoming more diverse, but the diversity and ability in the students now is remarkable. You can have two people in the same class with a tremendous difference in ability. This means that when a professor assigns however many hours of outside work, one fellow can get by with only an hour a week while some other student can't grasp the material no matter how much time he puts into the course. That diversity is very hard to deal with.

Peddler:

Do you think that the negotiated admissions has added to the diversity and variety of the students here?

Keil:

No, I don't think that's been a major factor in it because in fact, most of the students who applied here were accepted anyway. It was a pretense of competition. The actual number of students who were refused admission was quite small as compared to the total number of application. Negotiated admissions is a much more honest approach to admissions because college boards and high school grades really have no correlation with future success. Negotiated admissions recognizes that. They'll say "Let us give you some advice. If you've got a disastrously low math SAT, you might think a little about coming here." Motivation, however, can overcome low scores like that. I think that has been proven over and over again. I think that negotiated admissions is a very honest approach to measuring what the future success of a student here might be. At any rate, I don't think that negotiated admissions has been a major factor in the change in the make-up of the student body. After all, this is only its third year, so it hasn't had much chance to make changes. I think a much larger factor is the plan itself. The very nature of the plan has tended to broaden the spectrum of people here — academically as well as socially. The thing tends to attract more verbally oriented people than the more rigid traditional system did. The other effects that are hard to neglect are the national pressures on engineering and the job situation. When the job situation went down, the engineering schools had to reach further into the pool of applicants to try to keep enrollments up. I think those two things are more important than negotiated admissions in terms of changing the campus.







Peddler:

You've attended some of our home football games?

Keil:

Yes.

Peddler:

You've noticed that you are part of a very small group, maybe 200 or 300 supporters sometimes? Can you see a reason why they don't get the turnouts at these and other athletic activities?

Keil:

Well, that again reflects the diversity of the students. You know it's not only the football games but the basketball games and even the fraternities as well. There was a time when fraternities used to be the only source of social life on campus. This is no longer true. An awful lot of the fraternities have to run their parties to make money now. I'm not concerned about the lack of tightness in the community, I think that's a healthy attitude. That kind of group activity is a demonstration of adolescence. The fact that it doesn't happen as much anymore is proof that the college is no longer an extension of adolescence anymore. Students here are quite good about picking and choosing those things which are valuable to them. There are some students who like football games and they go and support them. There are some others who like Spectrum and so forth and so on. I think it would be a step backwards if the school ever developed that kind of unified school spirit again. I don't think that pressure for conformity and conformity itself, that many schools have had in the past, is a very healthy thing.

Peddler:

I joined a fraternity, and I think the major reason for joining was because when I was a freshman, there wasn't a great deal of upper-classmen housing available. Most of the houses did very well my year. It may not have been the thing to do, but yet there was no reason not to join a house either. It now appears that fraternities are on a downswing, although many articles have pointed that they may be coming back. Do you have any ideas about the popularity of fraternities?

Keil:

I think they are coming back, although I think they will come back in a different form. I think fraternities serve a useful purpose on the campus. I think there was a time when people joined fraternities just to be in a house. I think that is less true, and it's causing a bit of pressure on the fraternities. The housing problem is not so severe. I have some strong prejudice against some of the aspects of the fraternities. I don't think their pretense of selection is a very good thing. It is a pretense and has been a pretense — you take who you can get. Fiji may be an exception, but there are some strong fraternities, both strong financially and socially.

Peddler:

You're talking about giving out bids and the idea that if a person doesn't receive a bid, then he may not get into a house?

Keil:

Right. That's not really the way it works here now. It isn't very selective at this point, at least that's my impression. Some of the

fraternities will take anybody they can get.

I think a lot of the fraternities are diverse, there is no longer a jock house.

I think that it is very healthy. There are some aspects of the fraternity environment which are good and an important part of people's education, but again, this pressure of diversity had changed the fraternities. They aren't going to be tight little groups of people who think the same way. I don't see very strong differences between the fraternities when I visit them.

Peddler:

I think this is more evident than it was when I pledged a house. You couldn't join a house unless you went on the tours, and saw all the houses. You could actually stereotype those houses into groups; you'd have your jock houses, freak houses, and there would be one or two that would stick in your mind that you'd visit again. Now, they don't have tours, and I don't think a student could put the time in during the short semesters.

Keil:

There are still some individual houses; Fiji's different for example. I see a difference from any of the others that I've been to. There is a little social difference, but it's smaller than I think it was at one time. I know you throw a cocktail party for the faculty every spring, but other than that, when does the faculty, either together or individually, get the chance to visit a house? I think it would be better to put that same kind of money into a regular effort to have faculty there.



Peddler:

How does the social life look from a faculty-member's view point? What goes on around us between Friday afternoon and Monday morning.

Keil:

It's changed a lot. I think it's a lot better than when I first came here. More diverse. I think Spectrum and Cinematech didn't exist when I came here. In fact, when it first started you were lucky if you got five or six students to those things. Those things have expanded. There is greater variety of activities. It's getting so there are times when you have to choose between two things on a given night, which is a big change. I don't think the social life here is perfect by any means. It's certainly less interesting and less exciting

than some campuses I've been on, but I think that is characteristic of engineering-science schools in general. Students tend to be more serious than in most colleges. Students still feel their first obligation is to hit the books. If they happen to have any spare time they might participate. The social life is hurt considerably because many of the students come from this geographical area and go home for weekends. An amazing number of students go home Friday afternoon. Somebody once told me that seventy percent of the male students never had a date.

Peddler:

I don't know . . . maybe a formal date . . . but maybe it's only sixty percent. Certainly with Becker so close they've had some kind of a, ah, a tangle of some

kind. It's hard to standardize here. One year Becker might be the only place to go and the next year Anna Maria will have the turn. I think back about our house, and there has been a definite trend toward Becker this year. Anna Maria was the place we'd always call for parties and many of the guys were pinned to girls from Anna Maria. This year you very rarely see a girl from Anna Maria. I think the co-eds we have are getting better each year.

Keil:

I think it may be the other way around. I think the male students are getting a little better.

Peddler:

I think the pub is helping a lot. I hardly ever went to the Pub

previous to this year, but now it is a bit more than a hole in the wall because of the fantastic remodeling done this summer. I very often go down on a Friday or on the weekends because it has changed so much. And each week you see a few people that you had never seen before. It's been a very easy way to meet faculty.

Keil:

I think it's been a very effective instrument for improving faculty-student interactions, and also for the student-student interactions as well. It's a reasonably decorous place, it's comfortable, and it's easy to talk there. I think it's increased the level of conversation on campus.

Peddler:

Do you think the building of a student center, a student union building, would also cause an increase?

Keil:

I don't think so. Again, college communities as such are just appearing. Most of the students here have outside ties — they have other interests. College campuses should have some places that the students and faculty can use like the pub. Even the students with greater interests off campus use the Pub occasionally. Perhaps more lounge areas would be beneficial, but not a student center.

Peddler:

Each department has some kind of a lounge for student-faculty use. Do these help?

Keil:

Our lounge is heavily used which pleases me tremendously.

Peddler:

Now why do you think that this happens? I'm in M.E. and I go to the lounge occasionally to study for an exam or something. It's too quiet for a lounge. It's a very large room and the decor leaves a great deal to be desired, but it is there.

Keil:

It's down in the basement. You have to make an extra effort to get to it. I think the major reason the Physics Lounge is used is because of its location. It's where the action is. The coffee machine is there. It's on the floor where the classes are. People drop in ten minutes before and after classes. There's a computer terminal there for general use — they always attract attention. It's also next to the department office. People waiting to find somebody often wander in there.

Peddler:

It's not because of the closeness of the students and faculty in the physics department, then.

Keil:

No, but I think there is a closeness developing because the lounge is where it is. It's helped develop the feeling of a community in the department, that I don't see in most of the other departments. This might also be because of the department size. M.E., for example, is very large as a department. I'm sure you don't know all the M.E. majors. In physics, most of the people know the people in their own class.

Peddler:

Are there that many Physics majors?

Keil:

There are over one hundred for all four classes, which is very large as far as physics departments go. There appears to be some trend in growth, in numbers.

Peddler:

Is it because there are so few industrial jobs available for the BS Physics Major that the department is so small? Is it a job-oriented decision people make?

Keil:

Yes, to some extent it is, although the rather wretched way in which physics is taught in high school doesn't help. Chemistry's another one. This is typical here, but at Cal-Tech it's just the reverse. Two-thirds of the students are involved with the sciences. Part of it is this professional orientation of students who go to engineering and science schools. They are interested in the job that goes with the education. This is the reason I always tell some one to go into something that interests them. Using the last five years as a model, you'll see that if you pick a vocation simply on the job availability, by the time you graduate the job market is completely turned around.

Peddler:

Have you done anything in the department to promote physics, or to make it easier for the Freshman to get started? I can remember when it was a terrible thing to go through. The tests were given to everybody at once. Everyone trudged into Higgins 109 carrying their sliderules and hoped they would do as well as the guy walking beside them. After it was all over, everyone left with their



heads even lower than when they went in, not wanting to hear how so-and-so did number four, because realizing after he told you that you had done it wrong. Have there been any kind of changes to make these first two or three physics courses less grueling?

Keil:

I think the introductory physics courses have changed. There are more ways to do it now. IPI is one. There are two introductory courses instead of one. The people who are teaching the courses are different. These changes have made taking the courses quite different. I think the image of physics is generally better, but it's tough to make a large class very personal. By and large, physics is more fun.

Peddler:

Is there anything that you might want to mention?

Keil:

I think we've pretty well covered it. You asked me once earlier what type of changes I'd like to see in the Plan. I think of one thing worth mentioning, and that is the Plan with a capital "P" is a bad thing. The most important thing about the plan is that it's experimental. There is nothing about it that is sacred, nothing that can't be changed. I think the people that first constructed the plan were very clever. In fact, I often think they didn't realize how clever they were. Some really beautiful bits of design went into that thing and it's stood the test of time a lot better than one might have guessed, but on the other hand, it isn't unchangeable. If we ever get locked into the Plan with the capital "P" then I think we're going to be in a great deal of trouble. It's going to have to keep



changing to meet the circumstances.

Peddler:

Then you're more in favor of an operation-type of system than the steadfast and never changing academic program of old?

Keil:

Absolutely! We should always be trying new and different things. I think that at any college if you make a change, at least for a short time, things appear better, but after a while, the initial jump goes back down and you find changes being made again. That constant flow of change and experimentation is a very important thing. After all, this is an engineering and science school, and no one's ever experimented in the curriculum of the very fields that base a great deal of their work on experiment. So now we have a college that is trying.



Peddler:

Have you ever wished that you might have done something else?

Keil:

I'd like to retire and become a carpenter.

Peddler:

What would be the first thing you'd do if you had control over the whole place?

Keil:

Liquidate? I don't know — resign! I don't really know.

Peddler:

You wouldn't drop varsity football?

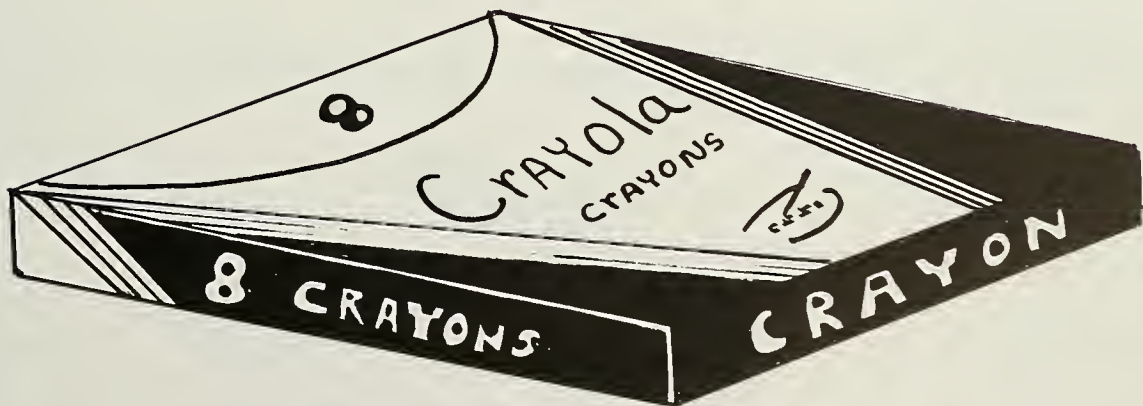
Keil:

Ah, I might cut the budget in half . . .

END

WORCESTER POLYTECHNIC INSTITUTE

A Guide To
Individually Prescribed Instruction
In Coloring



INTRODUCTION:

This booklet has been written to guide you through the pain and humiliation of your individual study of coloring. More specific instruction is offered in the text for the course and over the WPI television network. The WPIC-TV schedule will be posted at the beginning of each term.

This course is subdivided into 12 units containing one or more problems. When completing these sample assessment problems, the text should be followed carefully. No aids are allowed on any of the examinations.

This is a study guide and should not be used as a text, but rather in conjunction with a text. This guide will also offer helpful hints to assist you over the hurdles that have tripped other students in the past.

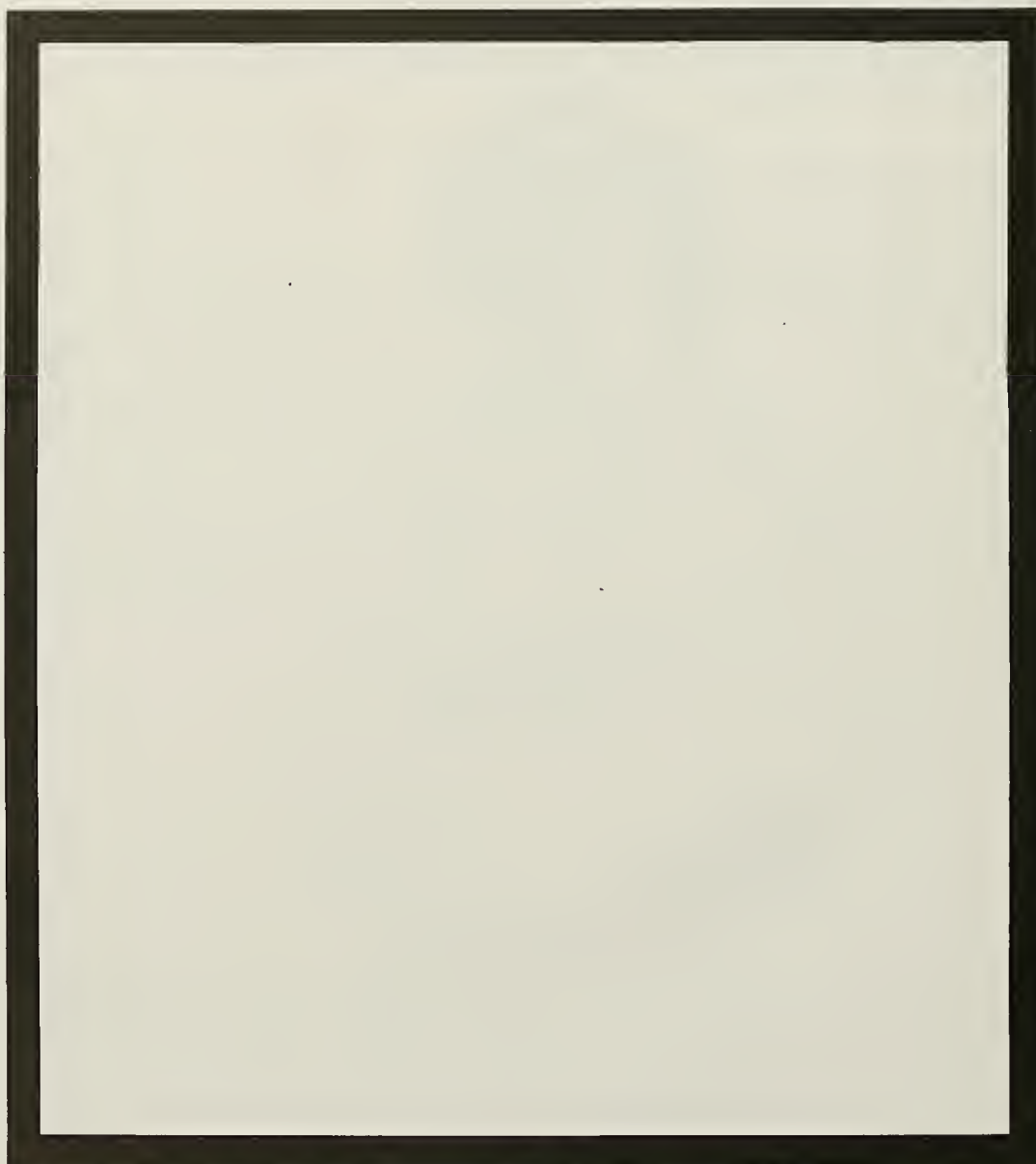
The rewards for your efforts can be substantial. You will gain mastery of the subject and develop confidence in your ability as an independent scholar.

UNIT ONE — EATING IN HARRINGTON



UNIT TWO — MIND COLORS

DIFFERENTIAL EQUATIONS TEST



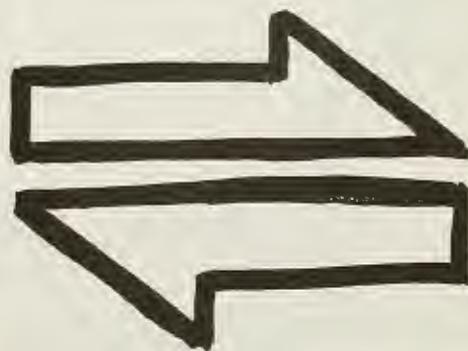
hint: color it blank

UNIT THREE — COLORING FOR ATTENTION

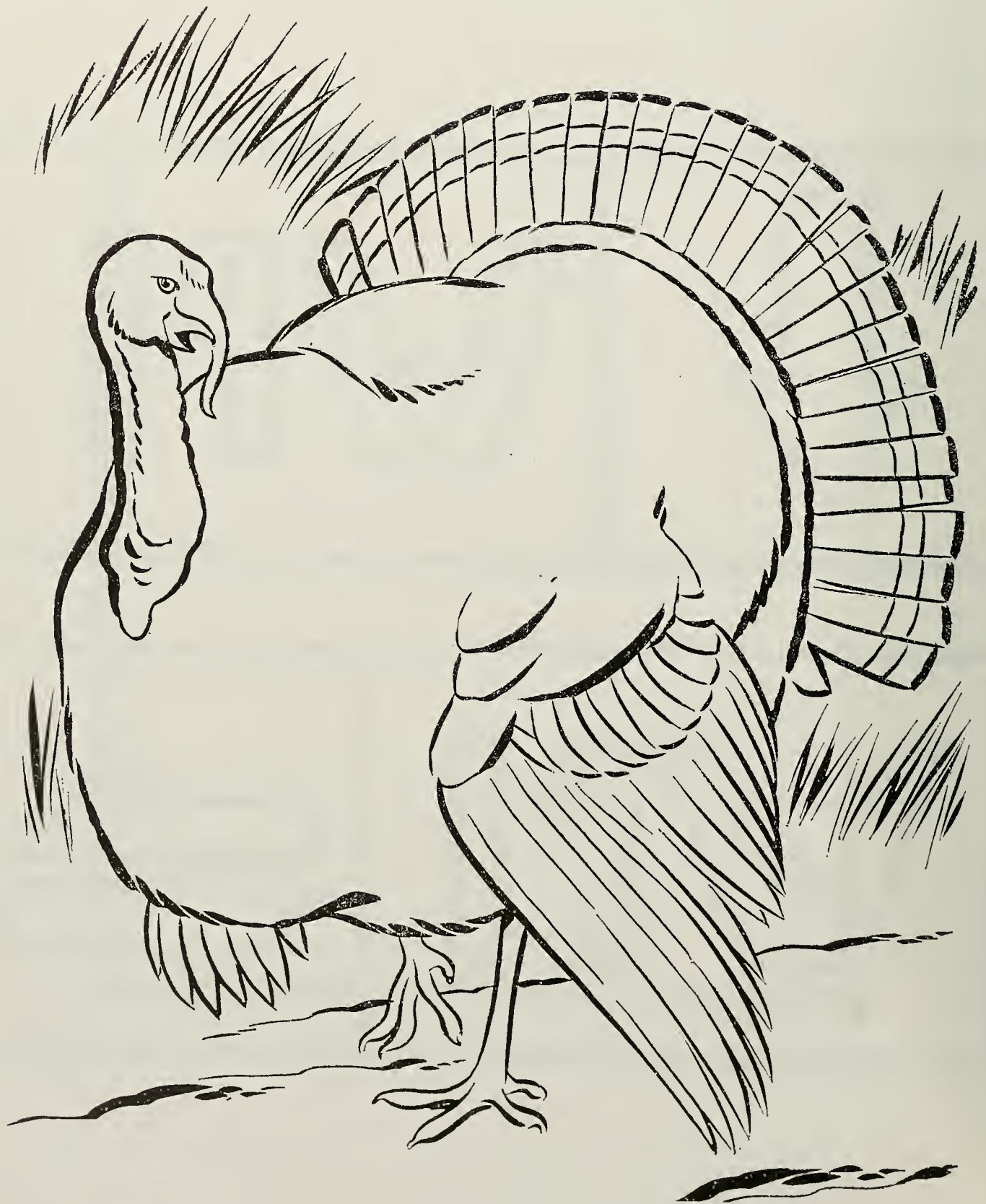


WPI

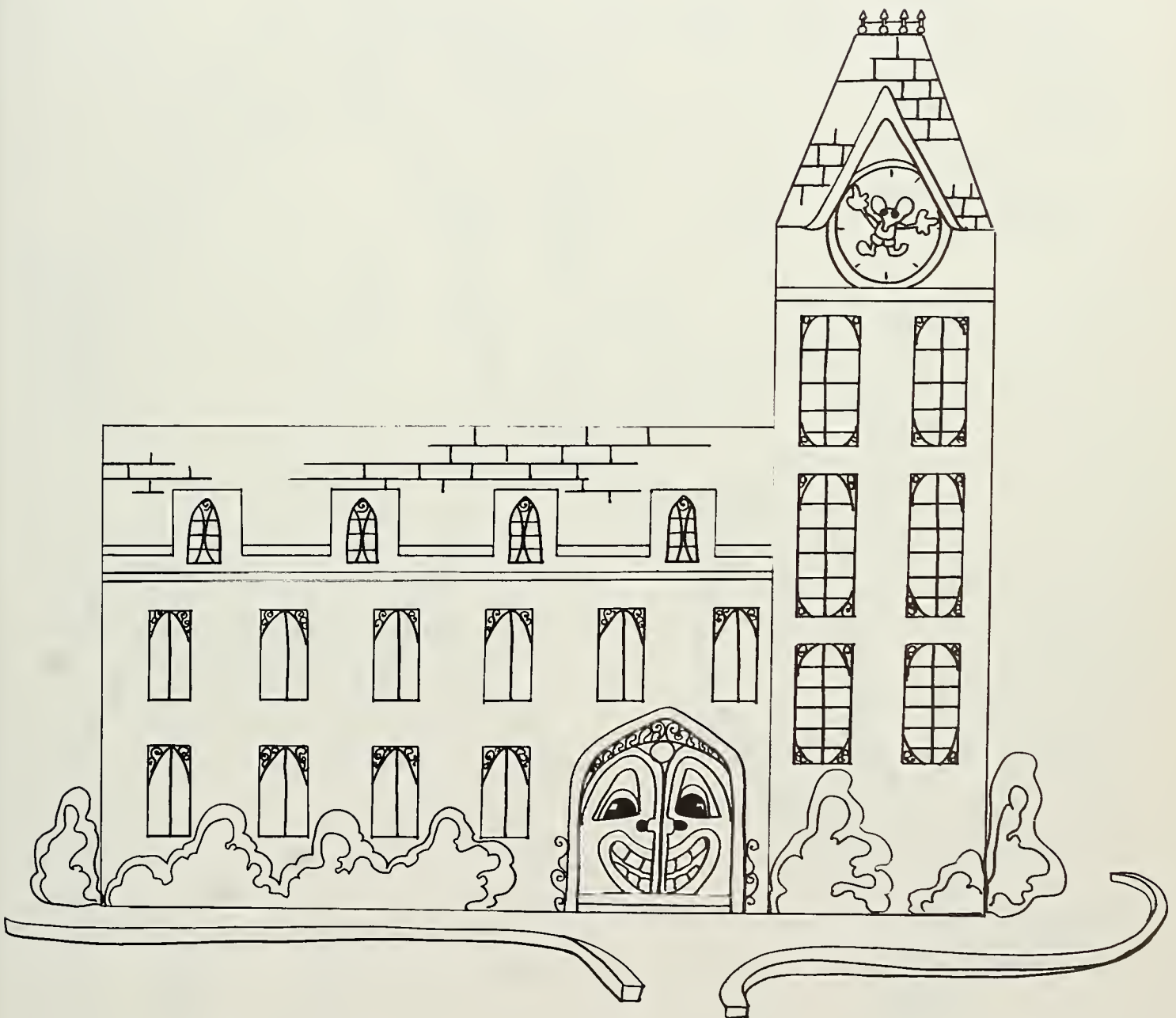
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UNIT FOUR — COLOR FOR TRADITION



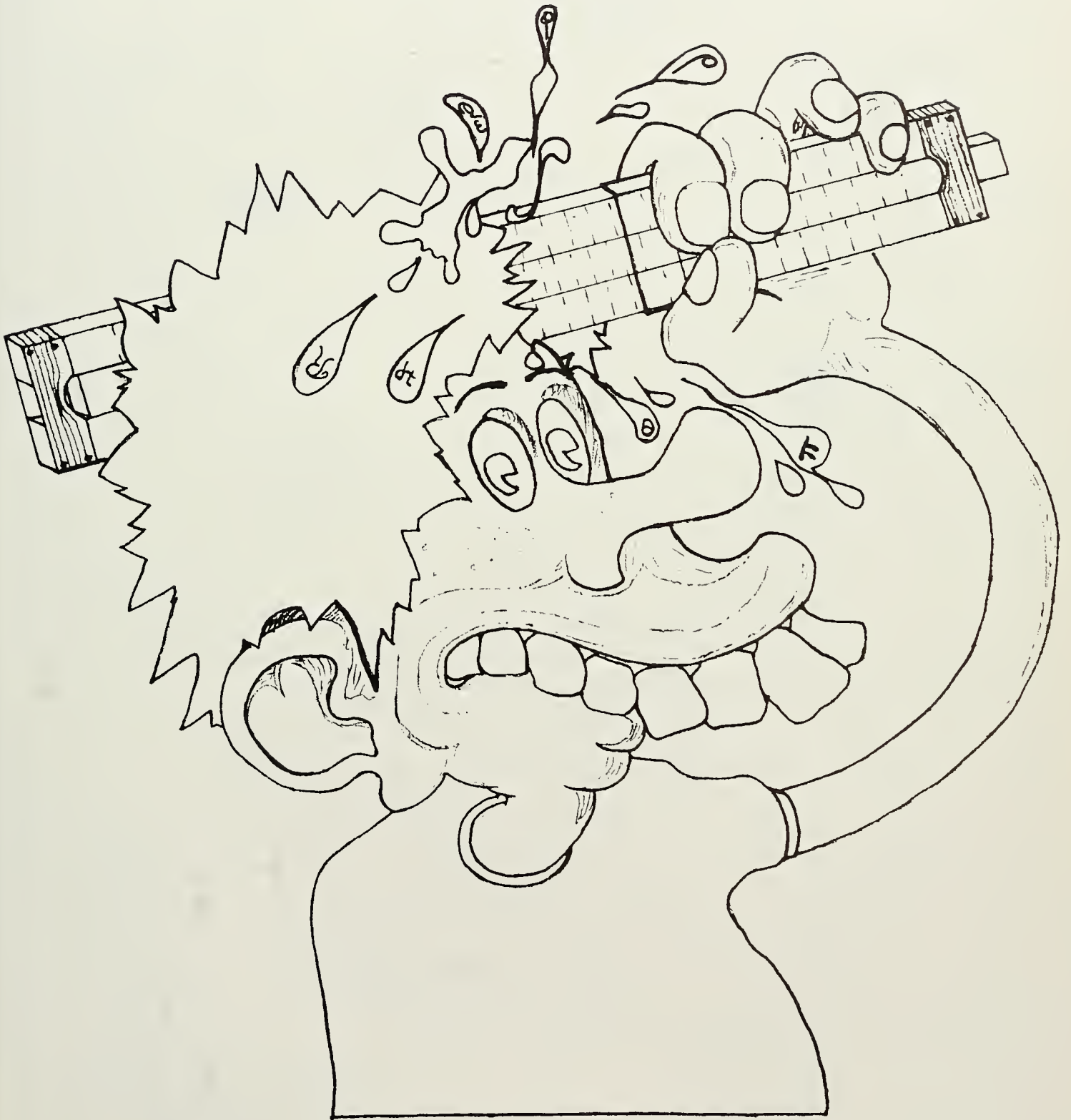
UNIT FIVE — COLOR FOR TRADITION part b



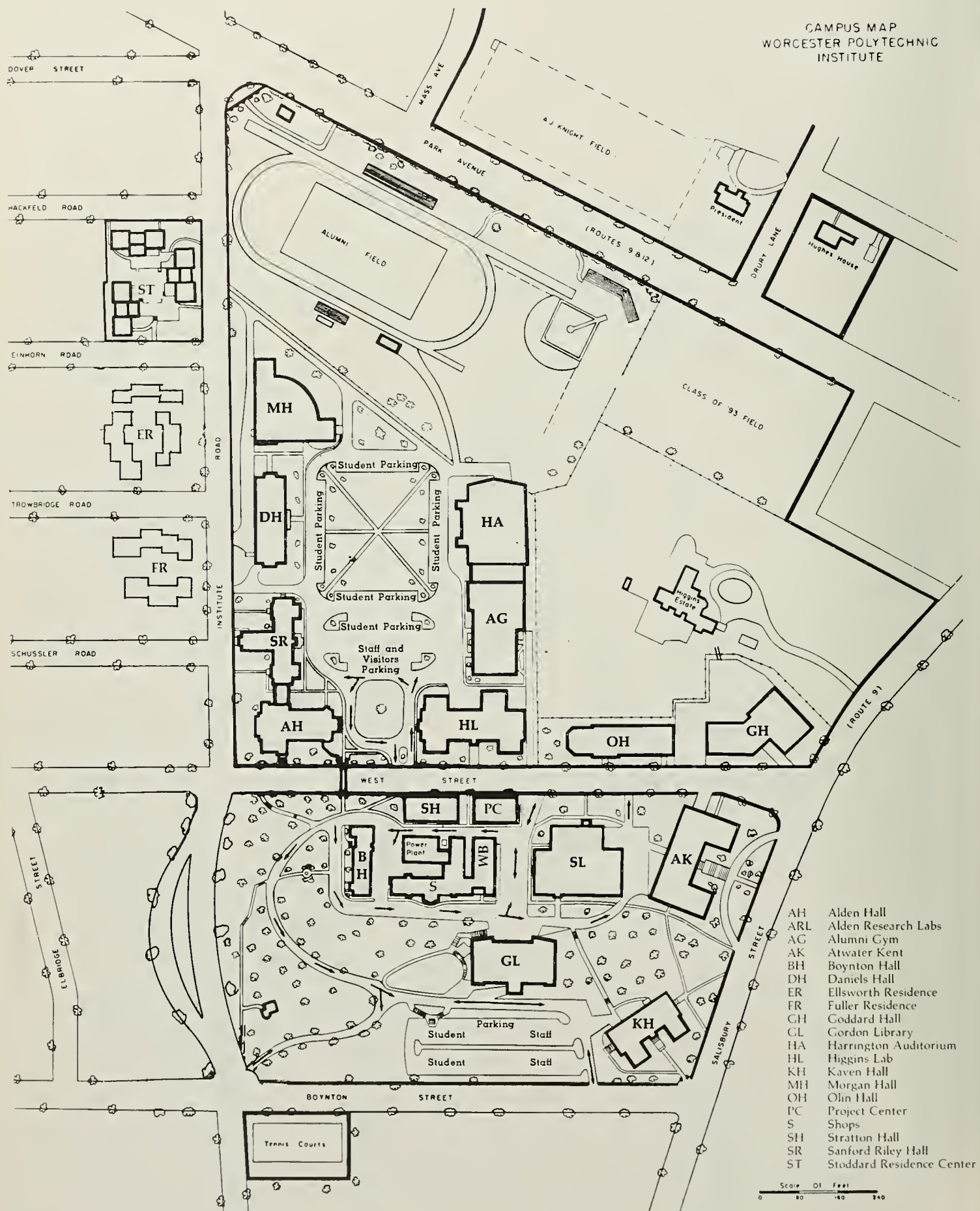
UNIT SIX – COLORING THE MASCOT



UNIT SEVEN — COLOR FOR FUN



CAMPUS MAP
WORCESTER POLYTECHNIC
INSTITUTE



UNIT NINE – COLORING COORDINATION

With your crayon, connect the dots in numerical order.

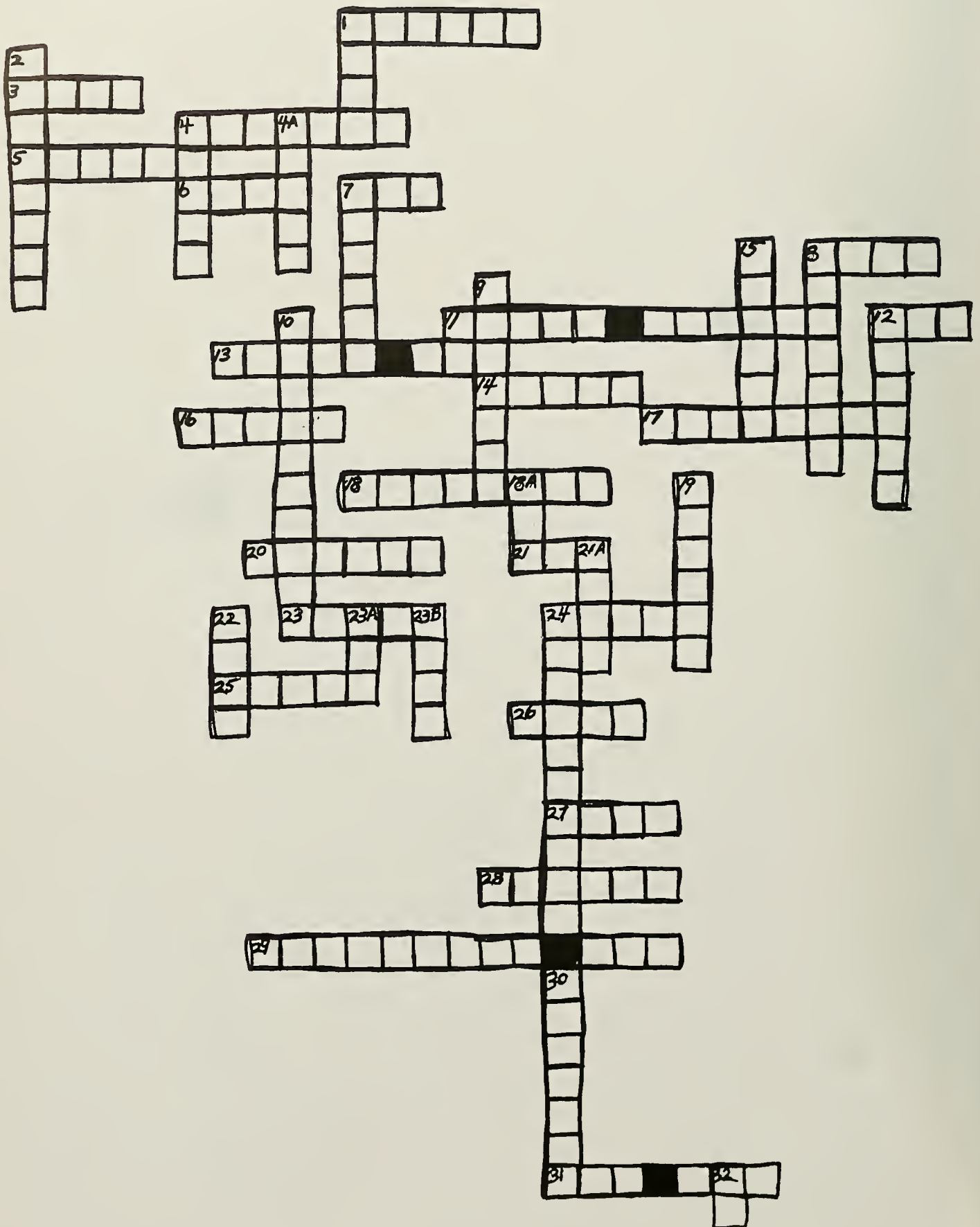


1



2

UNIT TEN – PUZZLE



THE PEDDLER PURPLE PASSION ACROSSWORD PUZZLE

ACROSS

1. A famous brush company
3. Kukla, Fran and ____
4. We Provide Intolerable Cable Television (abbr.)
5. Alias of local defunct newspaper
6. Dirty American Kitchen Authority (abbr.)
7. Olie's "office"
8. What to do with one week and 5 units to go
9. Second letter of the alphabet
11. Home of the great dripping 'dog'
12. Mammary gland
13. Springtime drinking bout
14. "You'll _____ the difference"
16. Accident (see 10 down)
17. The language of 1984
18. The process of making something green
20. "A liveried man servant"
21. Infinite Quest for Progress (abbr.)
23. Rule often used in Physics
24. Your turn (see 16 across)
- 24b. An indefinite article
25. Cabal
26. feces
27. Four legged creature found at football games
28. King of England during American Revolution
29. 'You don't get this' clue
31. Termination announcement of cartoons

DOWN

1. Structure that guards green zone between Atwater Kent and Salisbury
2. Sport of one who fooses
4. Simple machine used to split logs
- 4a. "A handle attached to a shaft for turning it"
7. Gardner _____, or to thrust into
8. Bicycle rider
9. Dive named after Administration Building
10. Place where 2 roads cross
11. See A
- 11a. Opposite over hypotenuse
12. Bird suggested as national bird by Benjamin Franklin
15. Spag's
- 18a. Individual Prescribed Insanity
19. Coed
- 21a. A scheme
22. Tube used for conveyance of fluids
- 23a. Al Harper's pet bulldog
- 23b. Beat
24. 7 week rest and relaxation at nation's capital
30. To Enunciate loudly
32. Ralph Nader's initials reversed

UNIT ELEVEN — COLOR FOR AGGRAVATION



YOU'VE EARNED IT

Worcester Polytechnic Institute
Individually Prescribed Diploma

Let it be known by whomever has the misfortune of stumbling across this worthless piece of copy, that

(name here) _____
has colored successfully and to the best of his ability, the preceding fourteen pages of WPI nostalgia. In so doing, the above has demonstrated incompetency to the 1975 Peddler Staff (names withheld upon request) and earned the express and pompous privilege of creating a ceremony of unequalled splendor in which to present this _____
(circle one)
BACHELOR OF COLORING
MASTER OF COLORING
DOCTOR OF COLORING

degree upon his or her worthy self. This official document may be suitably framed and displayed in a conspicuous manner so as to command the esteem of lesser individuals. This document entitles the bearer to one complementary weenie at delicious McDonald's or the opportunity to apply for a position in the field of politics. These aforementioned privileges may be revoked at any time pending the receipt of past dues and/or contributions to the alumni association, should this fail to evoke a tremor of insignificance within you, do not forget to note that copies of this may be obtained at the registrar's office between the hours of 10:30 and noon at a cost of \$2.00 per _____

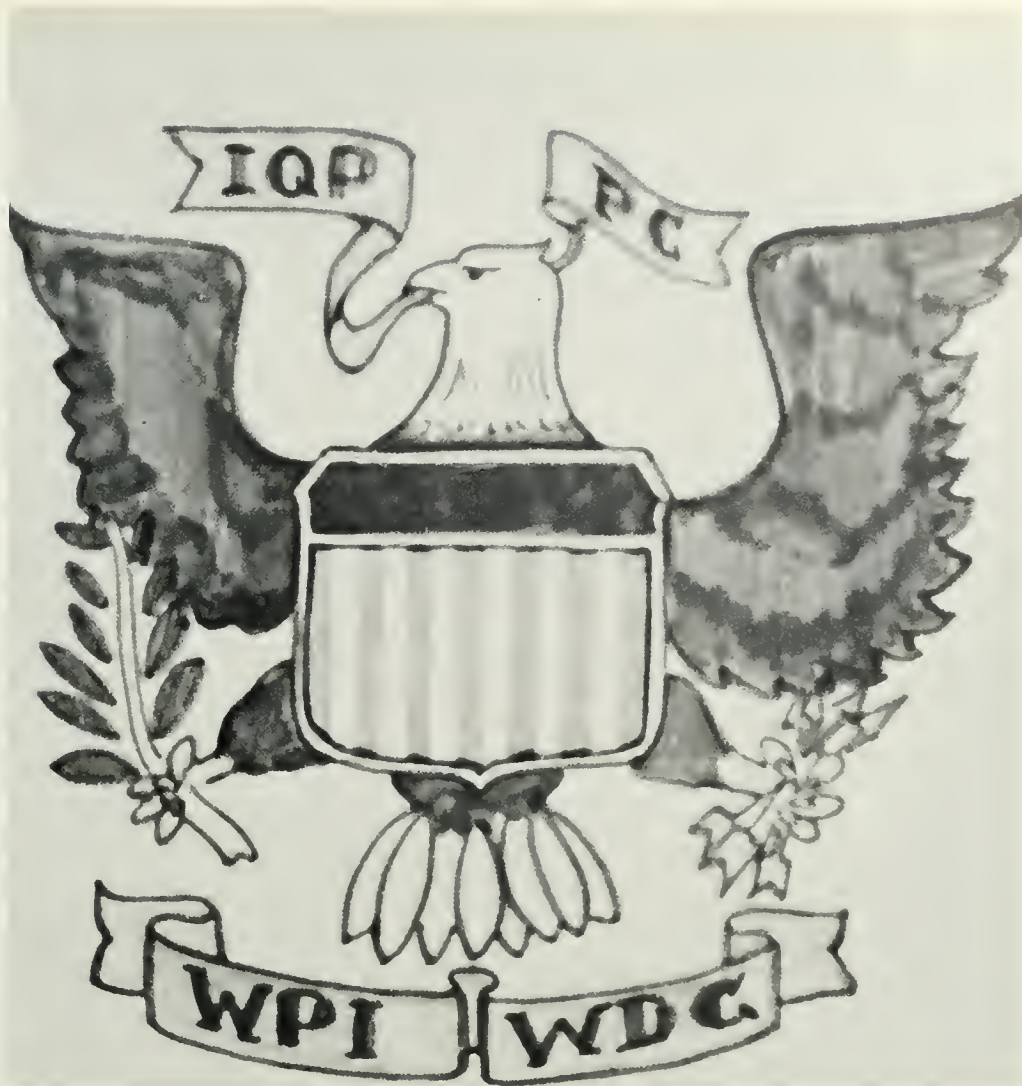
Let it also be known that this document was thrust upon you on another unexciting day sometime in our future by

(two professors, deans, janitors of your choice)

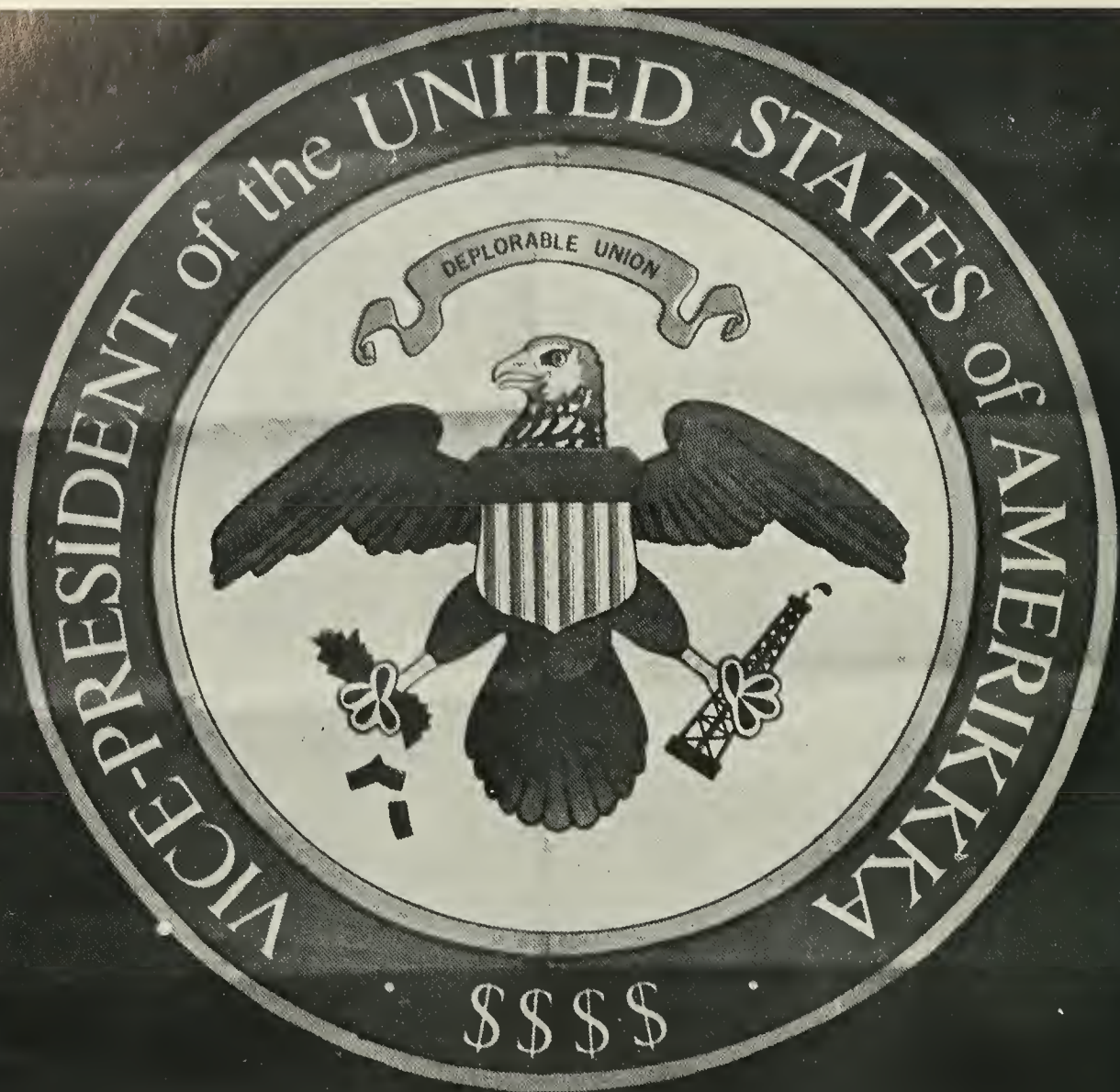
_____ (Piled Higher and Deeper)

_____ (Piled Higher and Deeper)





THE
WASHING
TUNDY
SEA
PROJECT CENTER
STORY



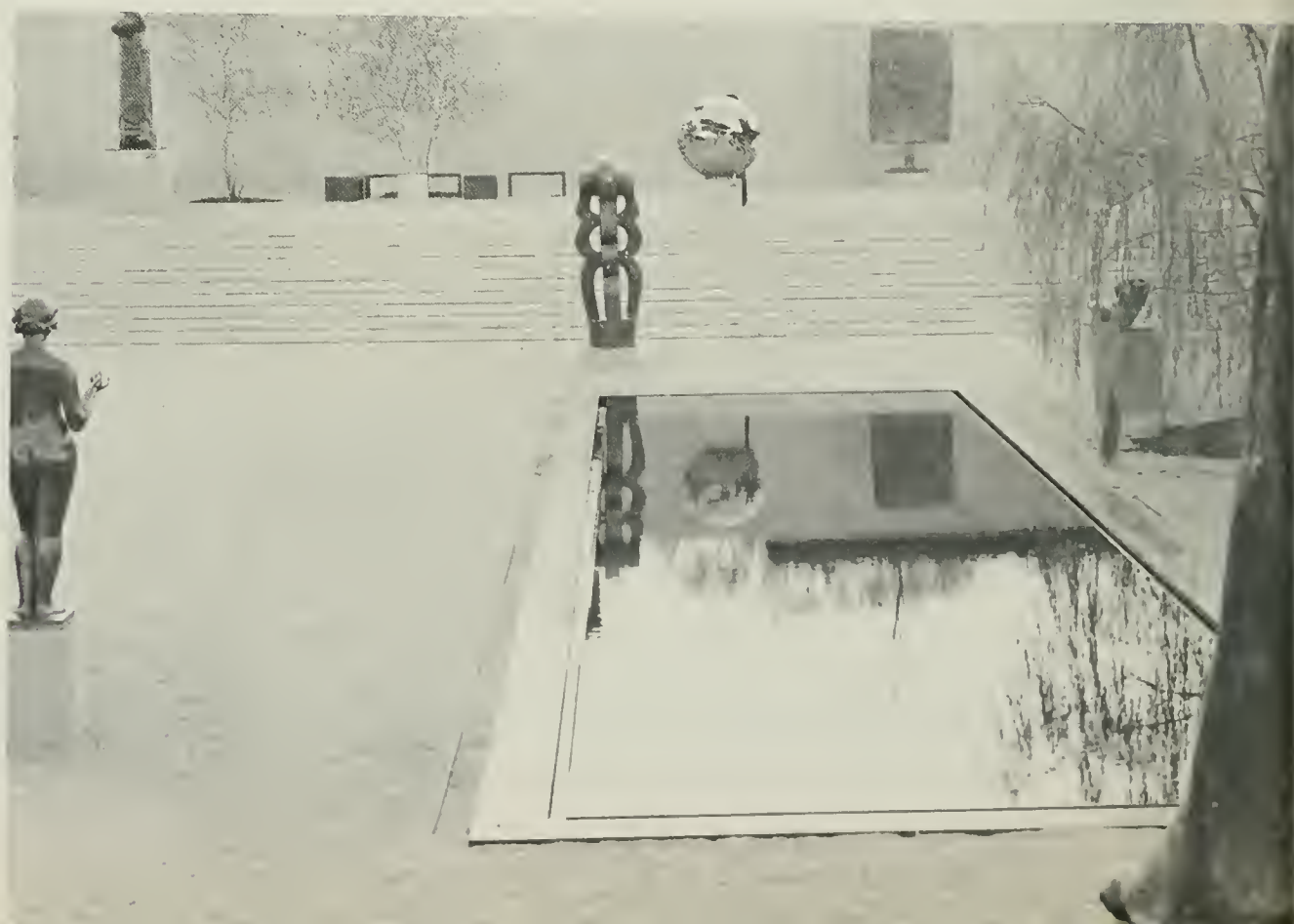
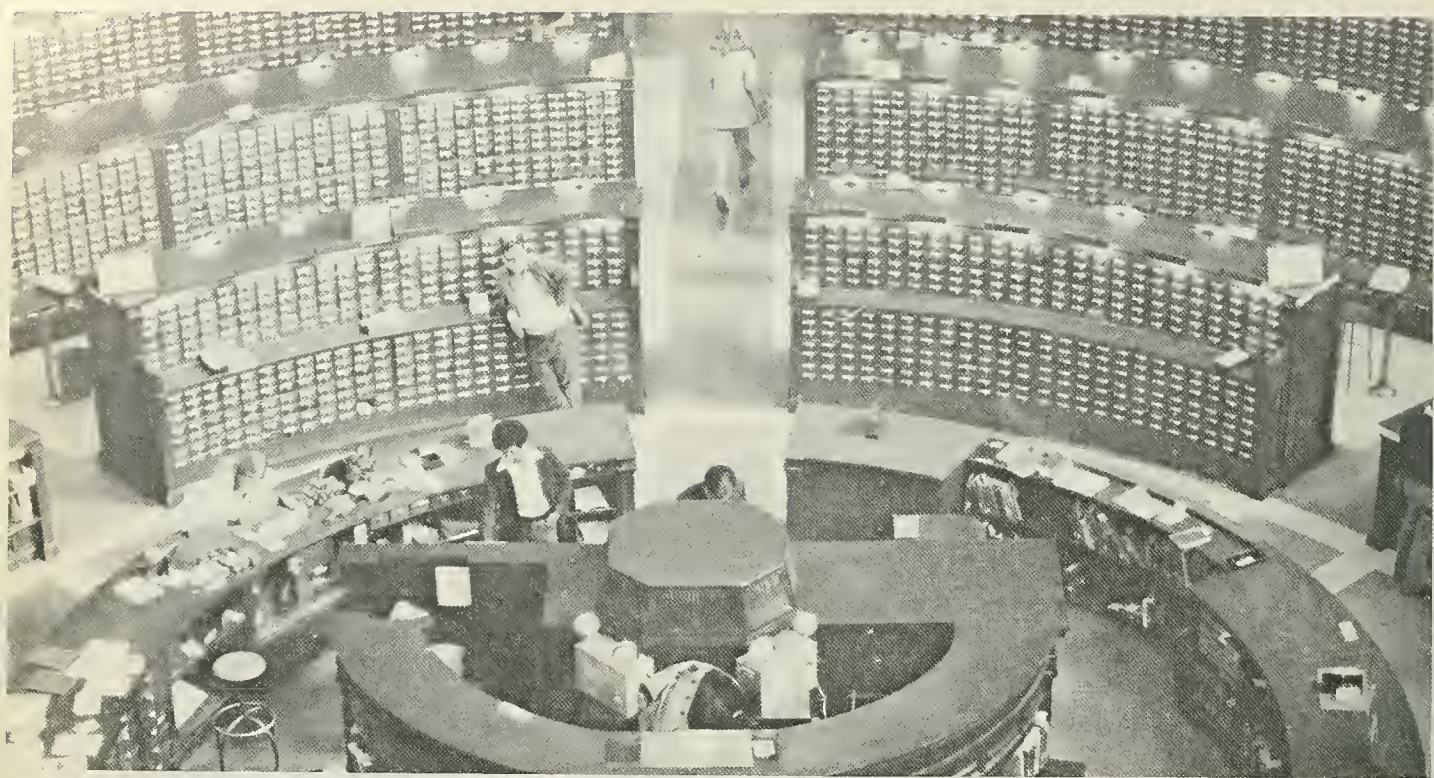
First A Used Ford... Now They're Selling Us A Rockefeller!

At today's prices we can't afford it.
We can't afford to let the Banks and the Pentagon rip
off America with another depression.
We can't afford to let the butcher of Attica get his
finger on the button.
We can't afford to lose our only chance to force
Nixon, with the threat of imprisonment, to implicate the
higher-ups in oil, heroin and a dozen other scandals.

We can't afford clemency deals for the privileged
few while real amnesty is denied to everyone else.
Most of all, we can't afford to trade in our right to
choose our own presidents for bogus one party elections
like Brazil's.
Ford and Rocky owe their power today to the '72 Nixon
Election Fraud. It's time to put them all in jail!

**The New Cover-Up Is A Crime.
Demand Equal Justice And A New Election.
Come To Washington, Sat., Sept. 28**

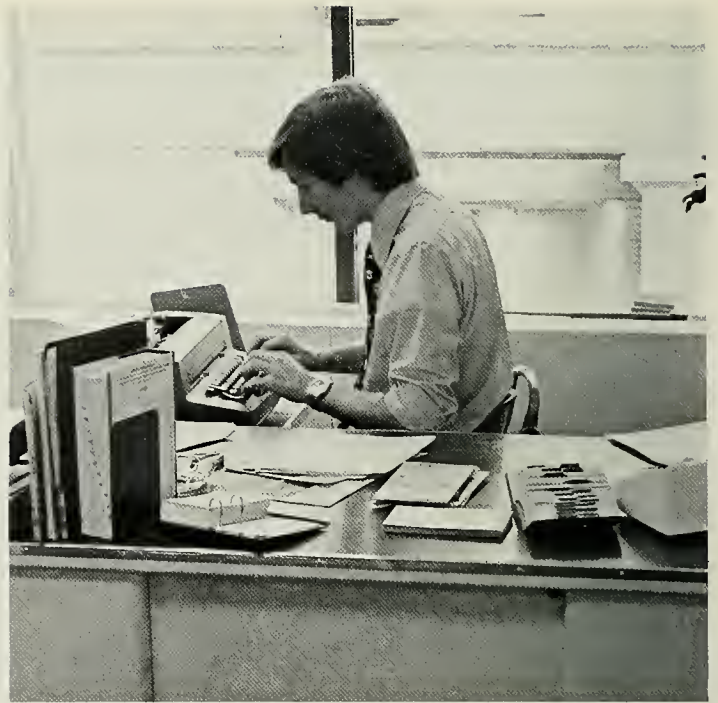










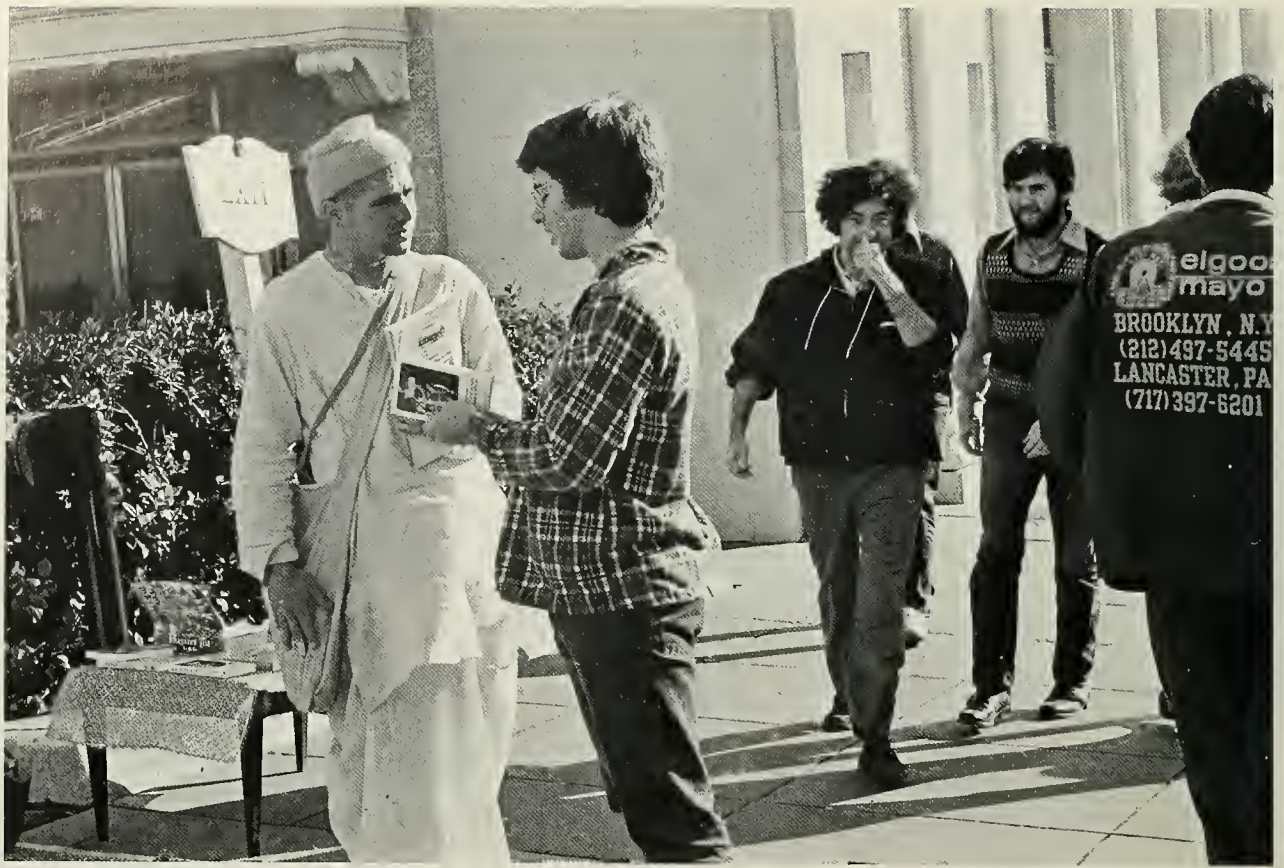


RESOURCES & T	
S. 2176; S. 2532; H.R. 11343	NATIONAL FUELS AND ENERGY CONSERVATION
H.R. 16008; S. 3221	OUTER CONTINENTAL SHELF LEASING
H.R. 13565; S. 1183	NATIONAL ENERGY RESEARCH
S. 268	LAND USE POLICY
H.R. 5549; S. 1040; S. 3085; S. 3086	REFORM OF GENERAL MINING LA
H.R. 11500; H.R. 12898; H.R. 15000; S. 425	STRIP MINING CONTROLS
H.R. 16757; H.R. 16851; S. 3717	OIL AND GAS ALLOCATION
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H.R. 13444	STOCKPILING
S. 1134	DEEP SEA-BED HARD MINERALS
S. 4076	DEEP WATER PORTS
	COAL CONVERSION
S. 2782	ENERGY INFORMATION
	HAZARDOUS MATERIAL



OLOGY DEPARTMENT
 S. 32 (S. 2495)
 NATIONAL SCIENCE PRIORITIES
 AMENDMENTS TO FEDERAL WATER POLL. CONTROL AC
 H.R. 5356; S. 426
 TOXIC SUBSTANCES CONTROL
 S. 100
 METRIC LEGISLATION
 S. 2504; S. 2030
 PATENT REFORM
 S. 1361
 GENERAL INVESTIGATION
 FCC DOCKET 20194
 ELECTRONIC EQUIPMENT IMPORT PROCEDURES
 FCC DOCKET 19658
 REVISION OF FCC FEE SCHEDULE
 FCC DOCKET 20003
 ECONOMIC IMPACT OF INTERCONNECTION
 FCC DOCKET 18262
 ESTABLISHMENT OF 900 MHZ. LAND MOBILE BAND
 FCC DOCKET 19150
 ESTABLISH REGIONAL FREQUENCY MGMT CENTERS
 FCC DOCKET 20097
 RESALE & SHARING OF COMMON SERVS & FACILITIES
 FCC DOCKET 19555
 NEPA ENVIRONMENTAL IMPACT PROCEDURES
 FCC DOCKET 19869
 CONSOLIDATION OF MICROWAVE REGULATIONS









That's Right Folks
You Guessed Right!

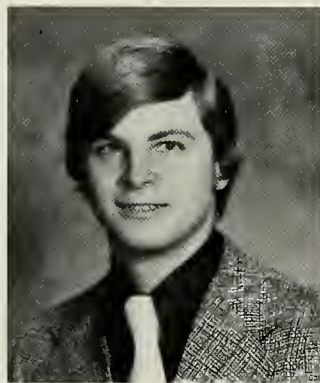
THE
END



vance rowe



glenn ekwall



wayne elliott



andra eslami



wayne dyer



sadeq ebrahim



robert murray



theodore myslinski



stephen zambarano



vincent wong



jeffrey yu



richard harabedian



george goff



mark allen



maurice giroux



penn pixley



robert lerner



david medeiros



david giddings



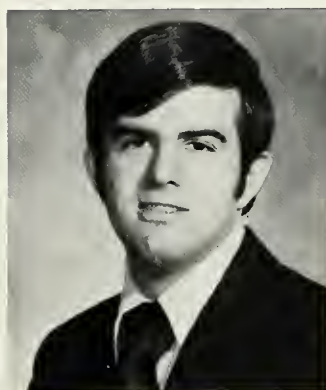
hagop gebeshian



douglas brown



william booth



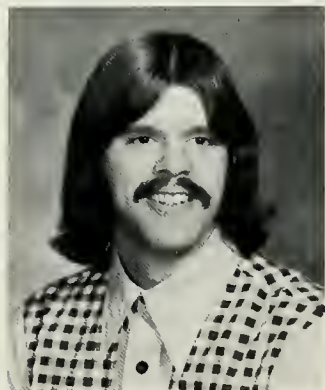
robert baccaro



allen carnicke



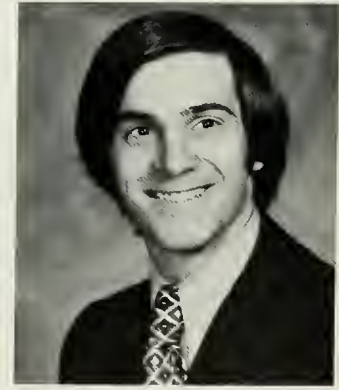
mark candello



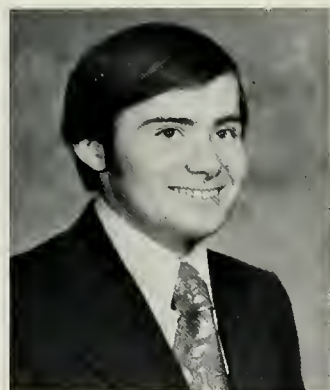
gary kiontke



robert klimm



george klug



francis kiernan



virginia giordano



gary laliberty



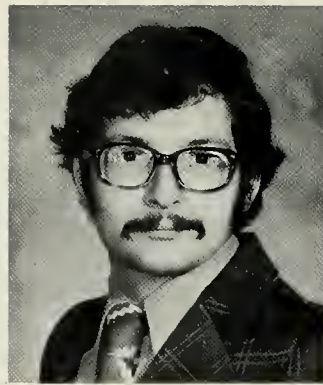
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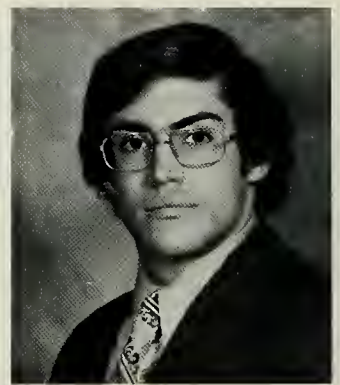
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andrew vikitset



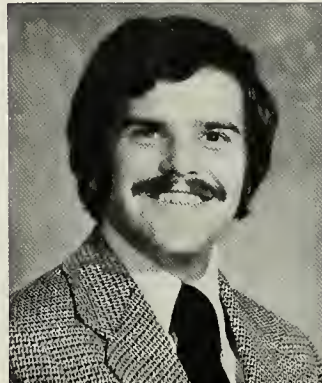
mario digiovani



paul deandrea



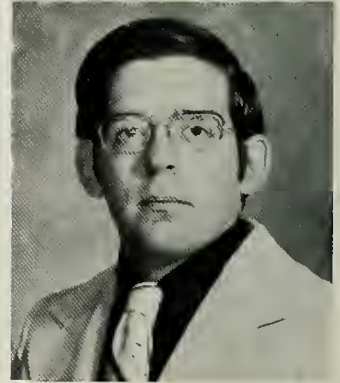
harry danberg



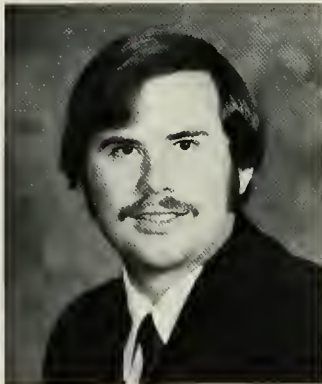
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paul houlihan



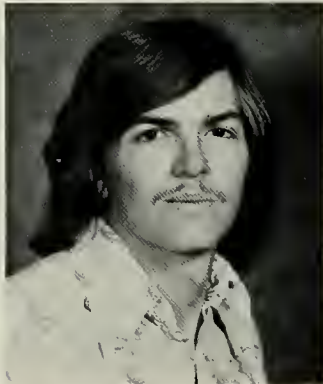
walter hoehn



walter hoskins



stanley goldfarb



david phillips



robert peterson



david dorosz



kevin fielding



john fitzpatrick



william simon



richard haskins



michael blaszczak



paul romanowicz



jeffrey coderre



donald cofrancesco



henry fitzgerald



richard mariano



ronnie materniak



edward boyea



bradley coleman



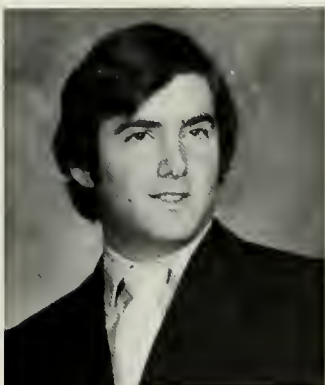
mark cosenza



patrick toomey



vicki cowart



wayne dupont



patricia pfeiffer



toby reitzen



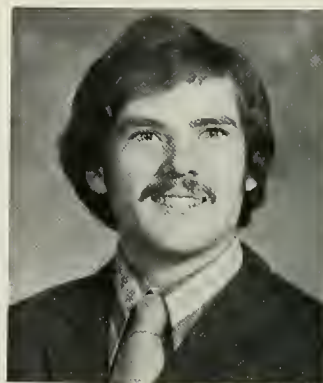
robert wivagg



paul stein



denise gorski



mark granahan



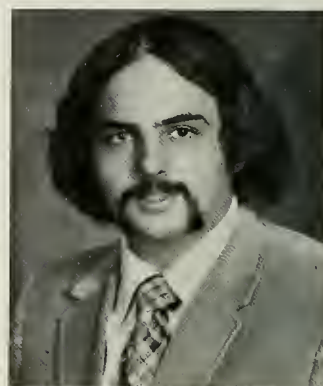
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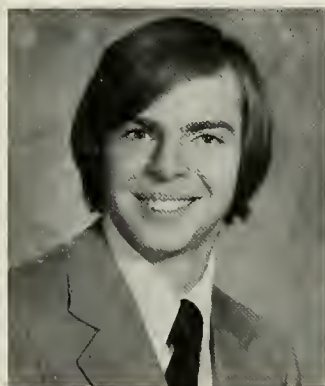
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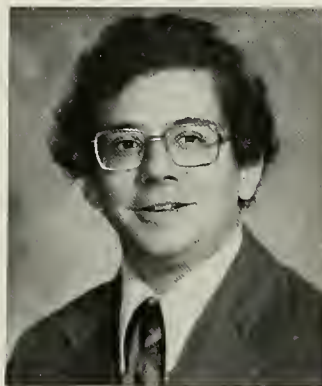
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john duane



bruce macwilliam



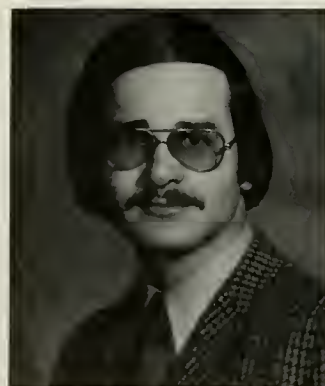
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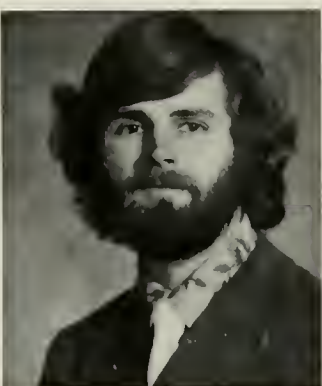
michael amaral



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michael hadmack



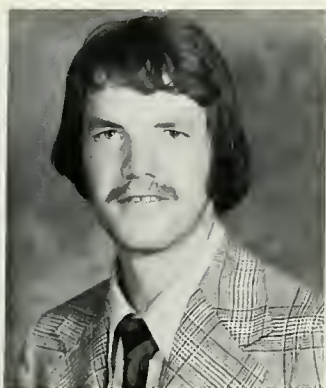
mark swain



william komm



wilson dobson



craig smith



walter wiegert



mark waddell



jay pulli



charles siok



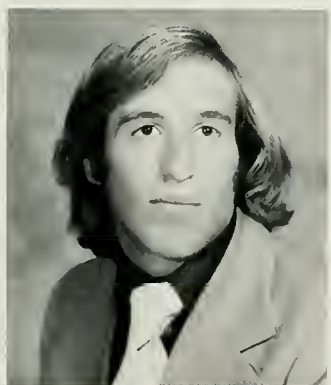
bruce arey



peter arcoma



christine powers



barry braunstein



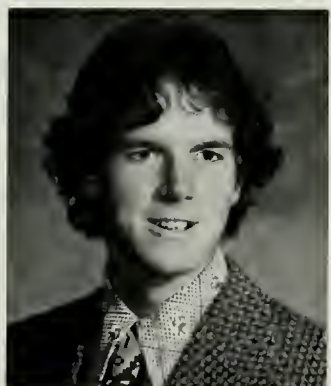
david samara



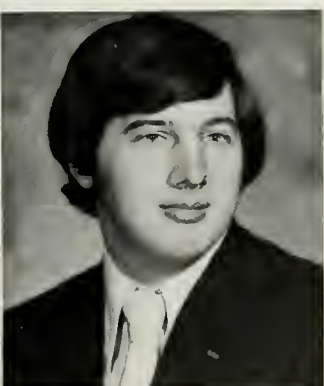
john holmes



robert howard



william vanherwarde



kenneth dunn



frank vanzler



robert martinaitis









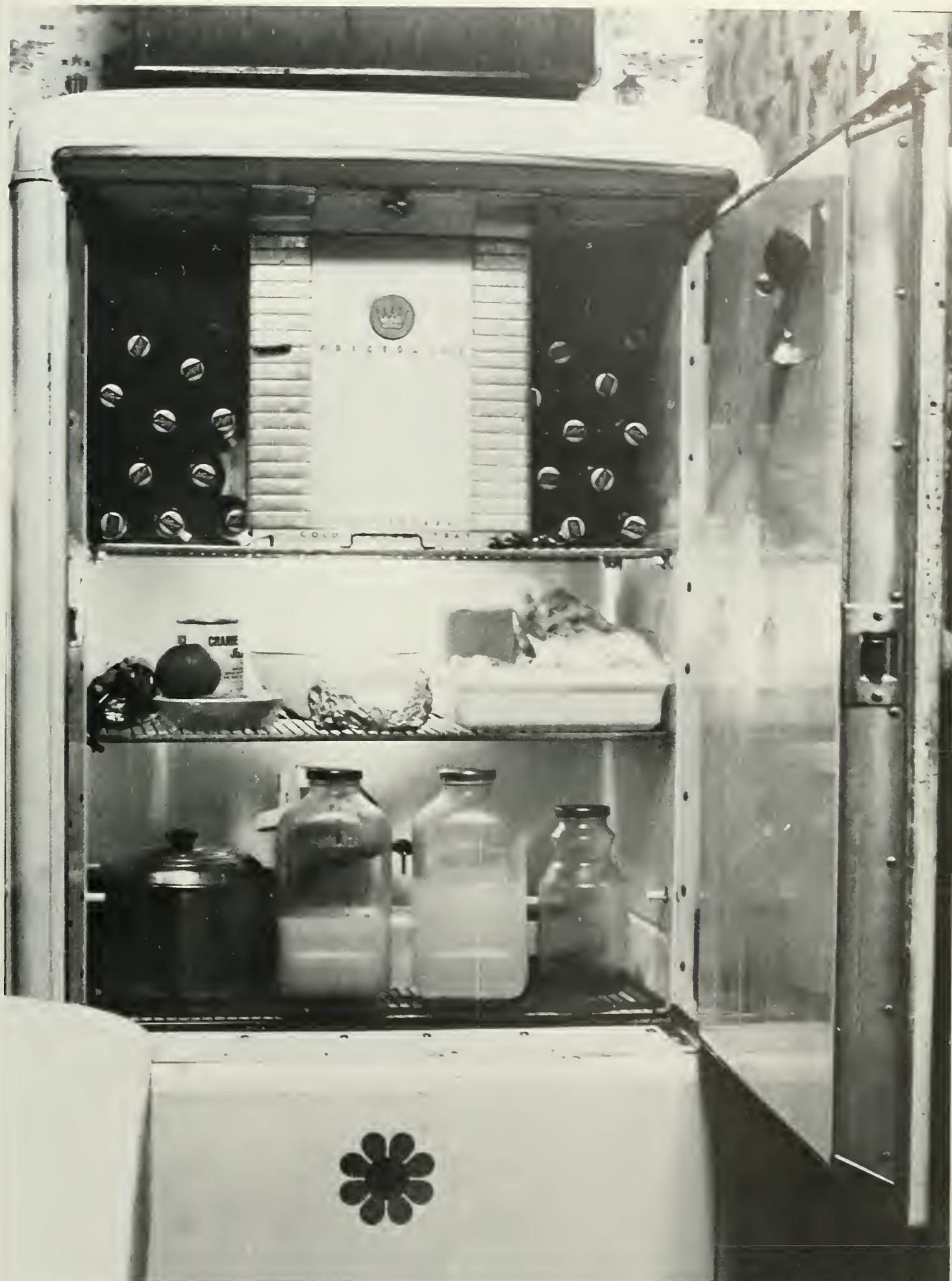




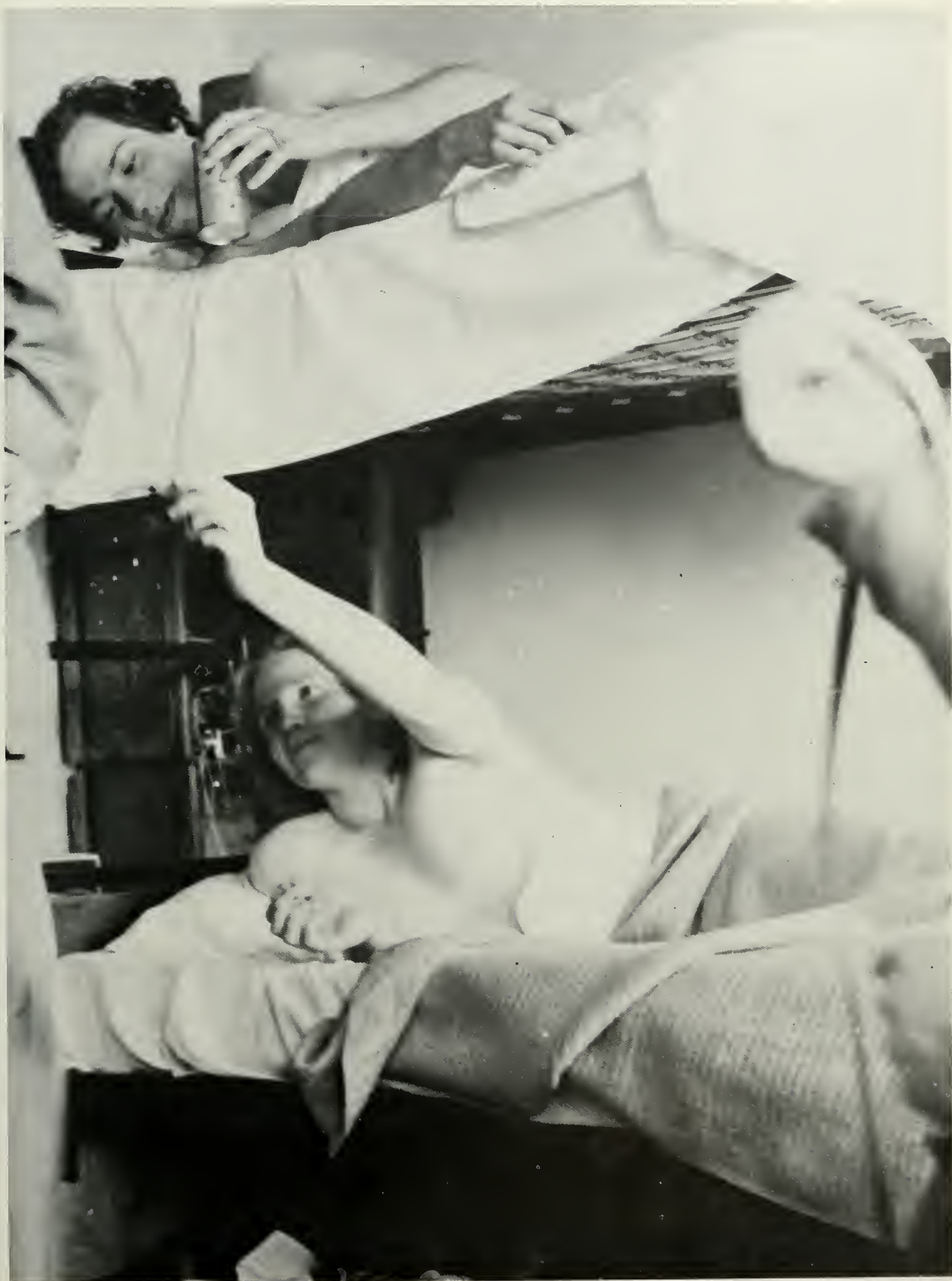
WPI LIFE:

You Call This Living?

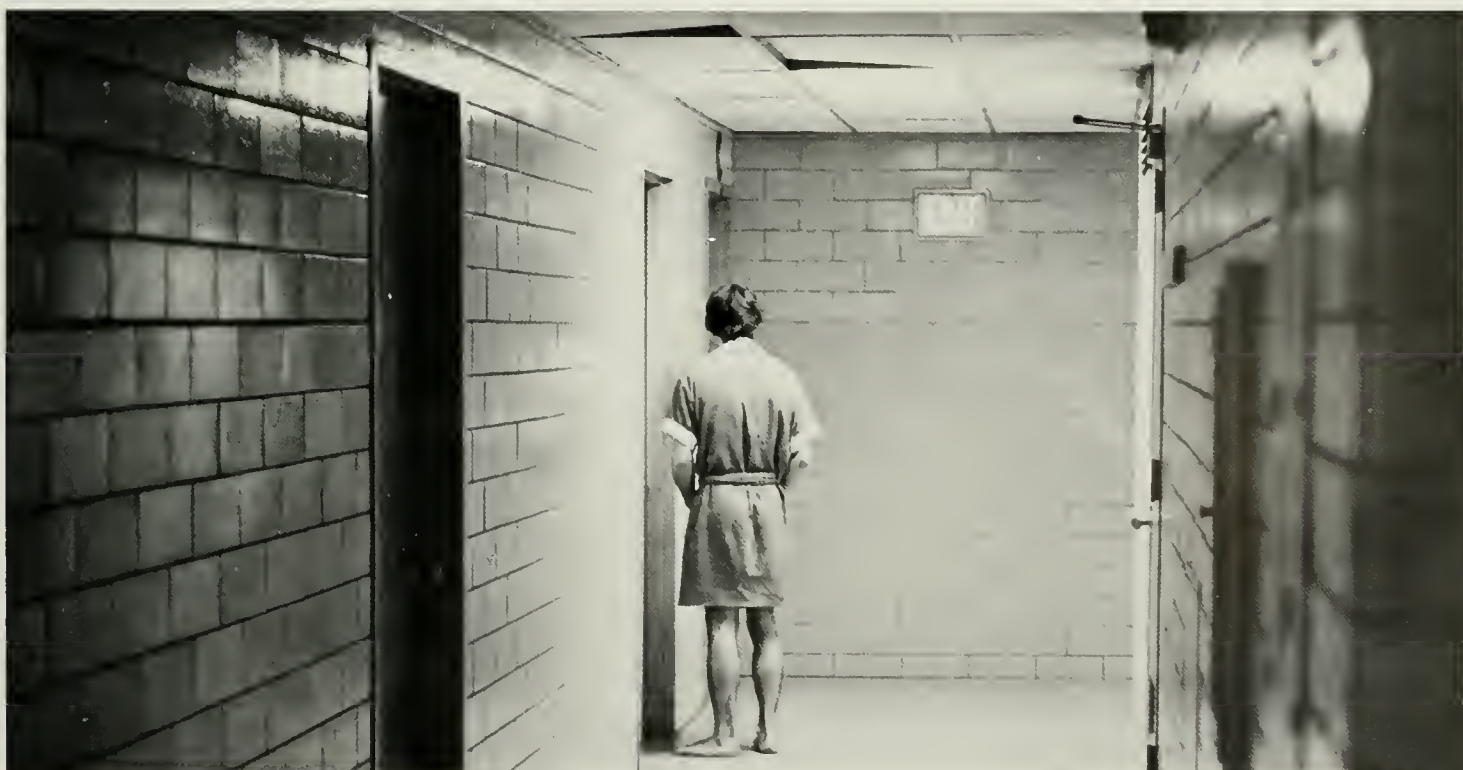
YOU BET WE DO!







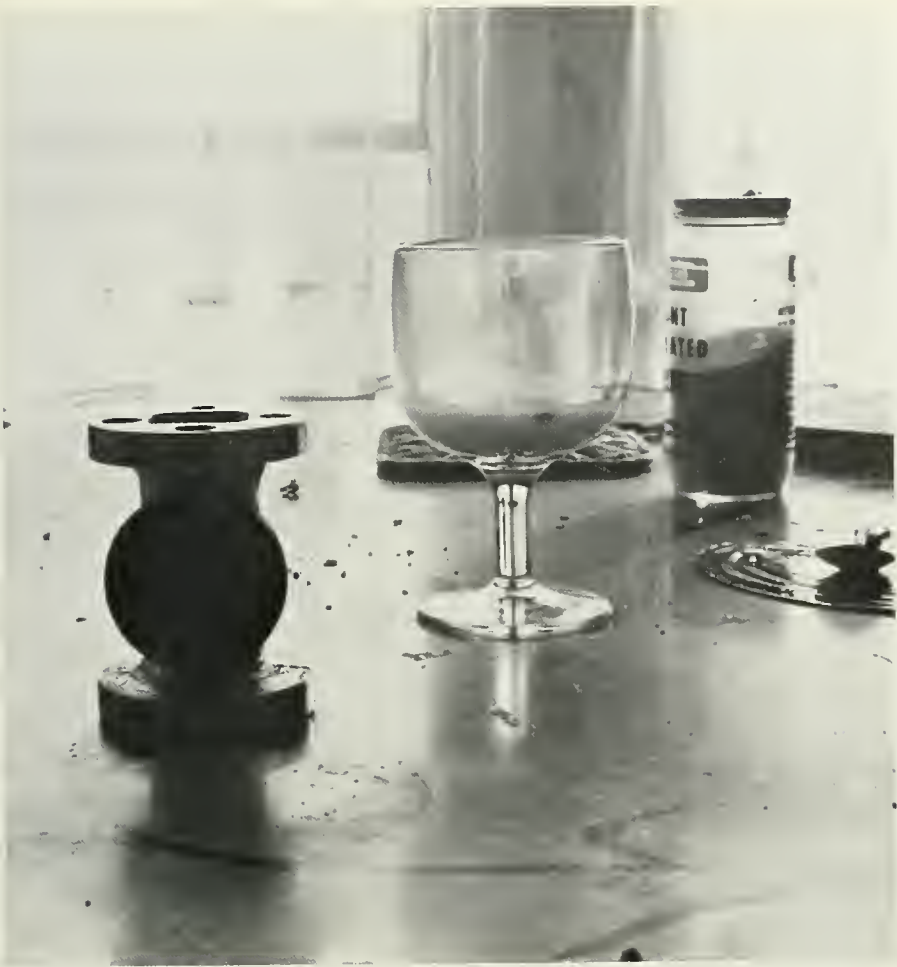






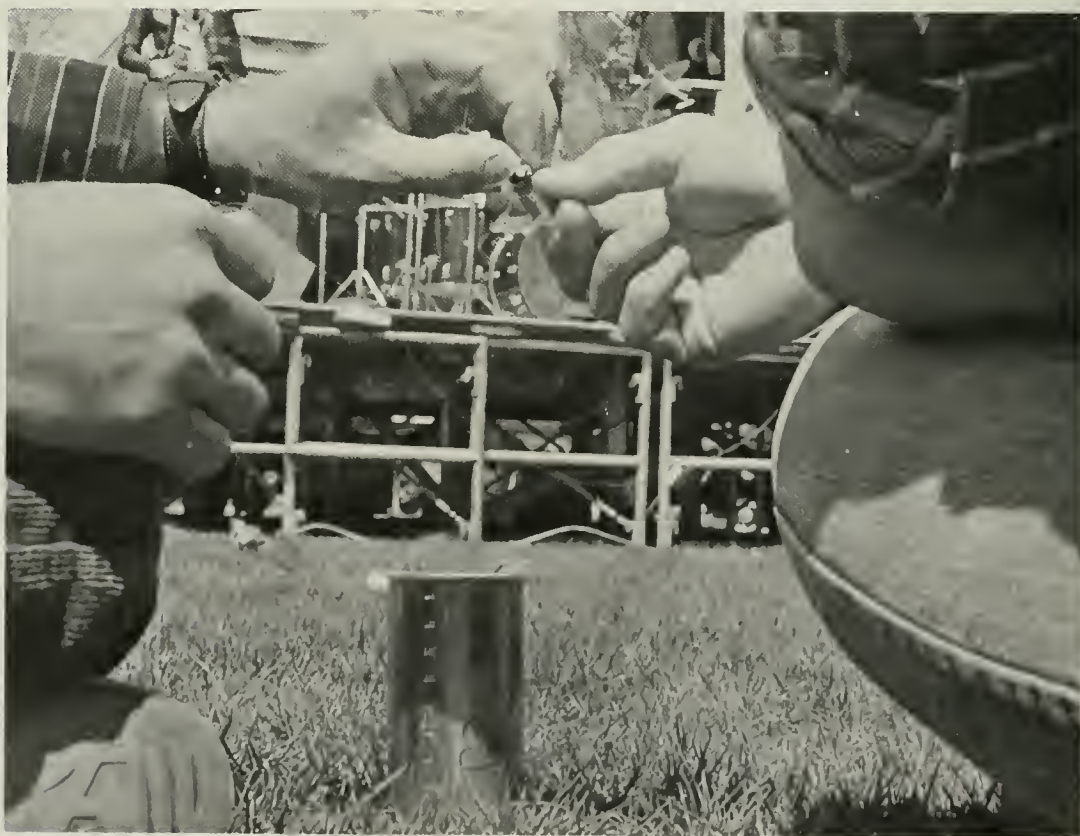




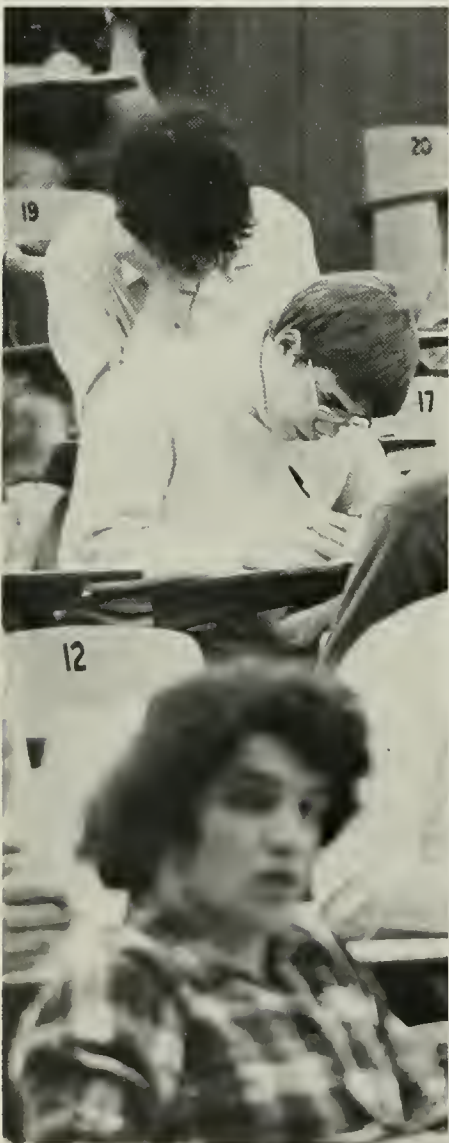


















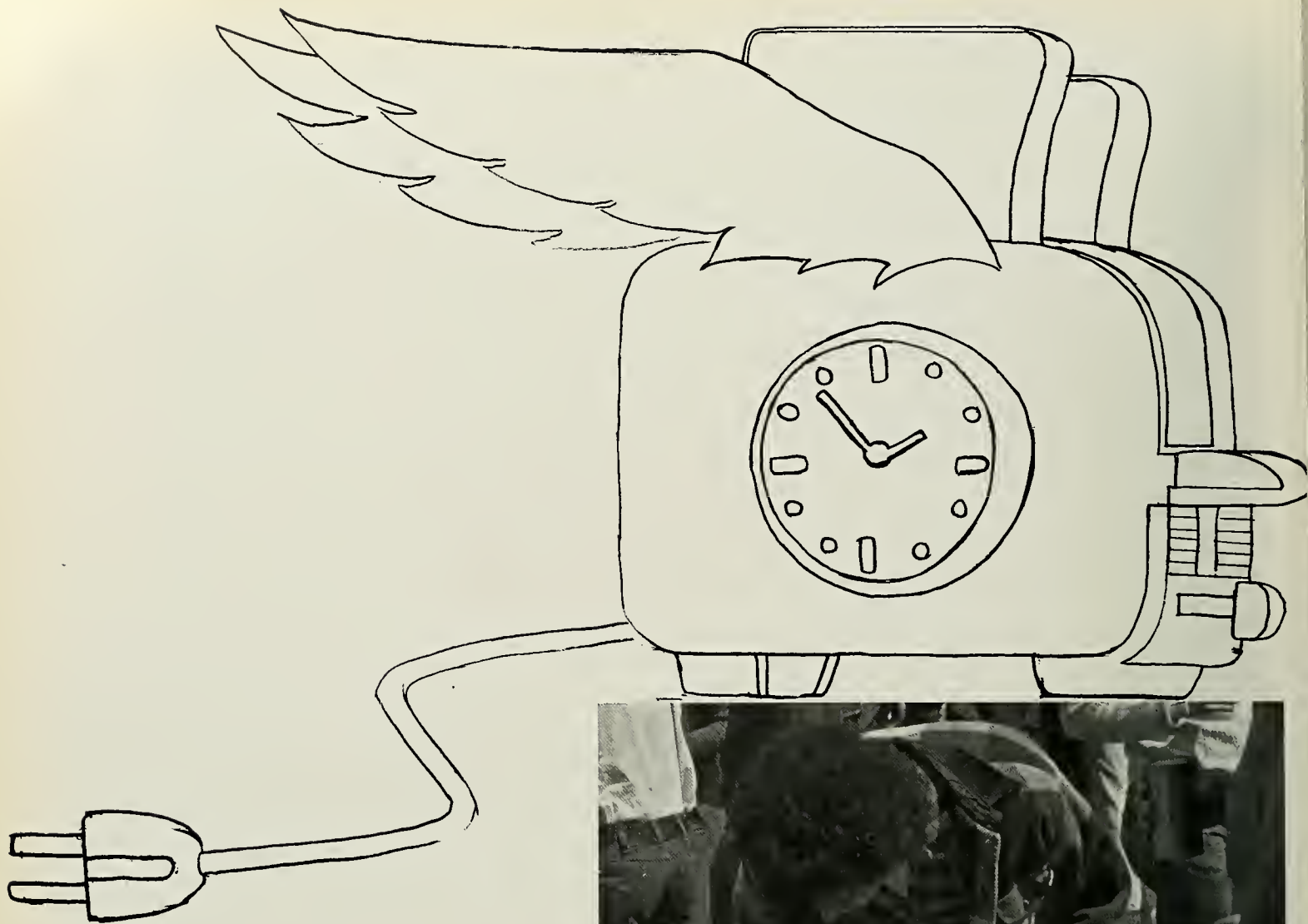






I feel that the year Book should once again
take some of my services credit, as most have
poorly spelled, and publish it for ever, and
to see. Last year I gave you a name to
spell during with two 1's and 5 same
out a good year time distinctive telephone
number as a year no. to call to get
last. If you think I'm long winded
write something Better!
last year I contributed more than
50% of the Gr. H. it, on these walls.

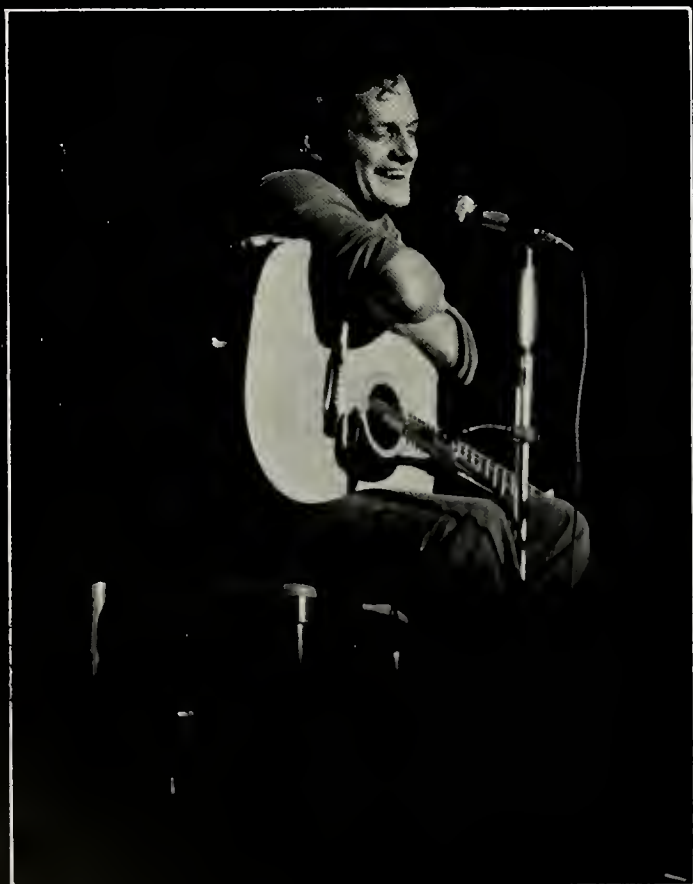
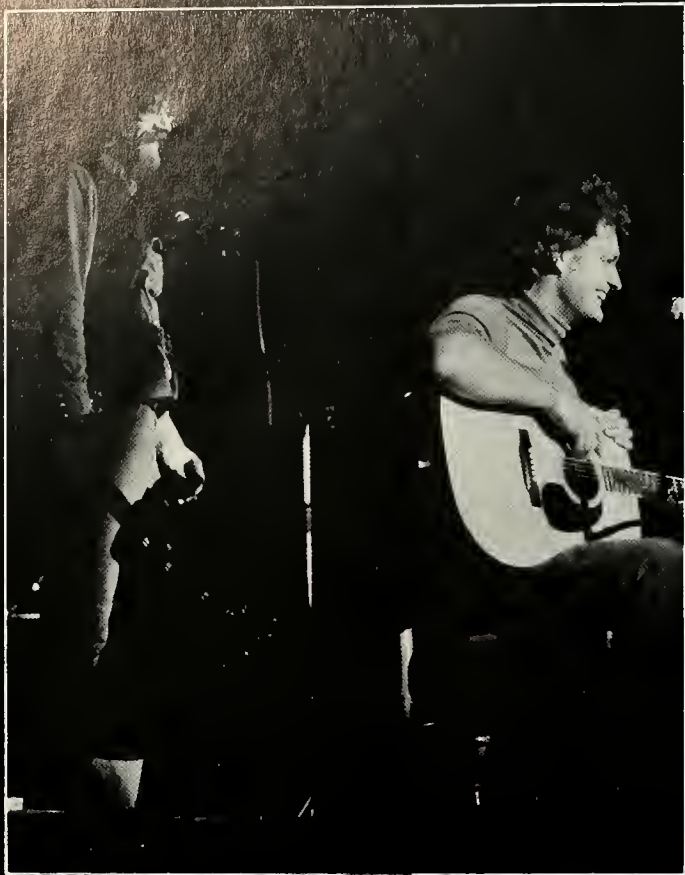


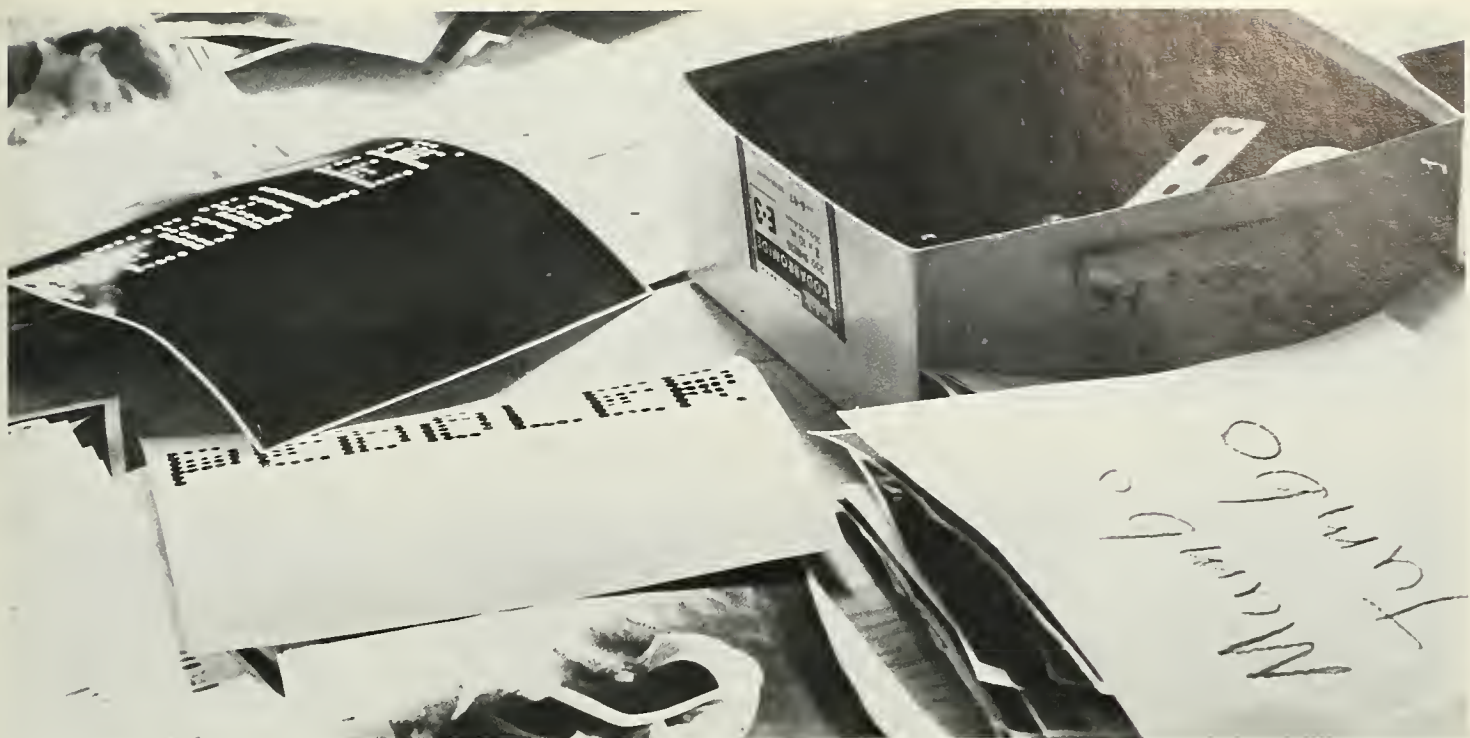




STAMFORD IS BEAUTIFUL







KODAK SAFETY FILM

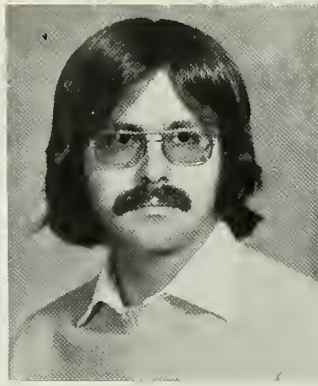




elaine sanderson



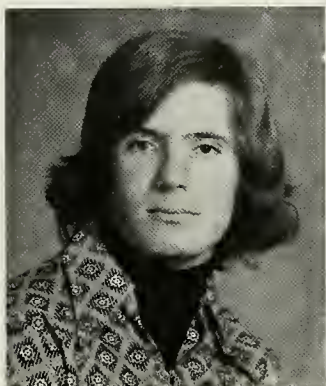
robert fried



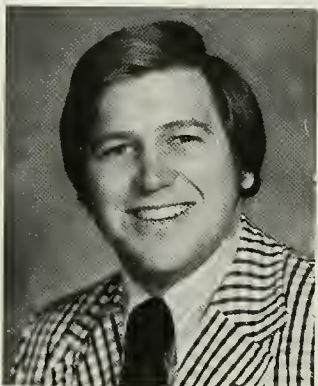
peter palmerino



gholam partovi



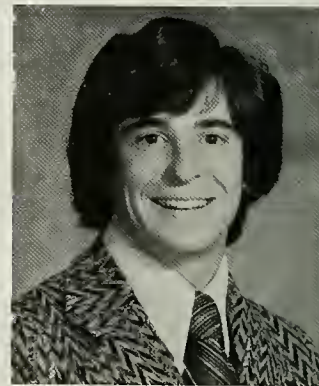
donald wartonick



mark stewart



wayne stratton



brad brous



steven bosch



donald tata



james mckenzie



gary bordeaux



terrence lee



alan chandler



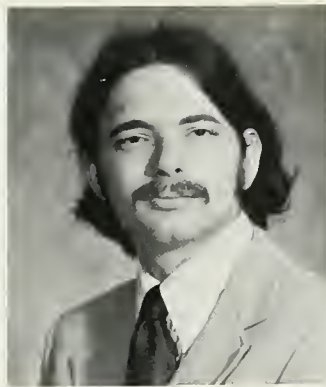
william oehler



morris weisman



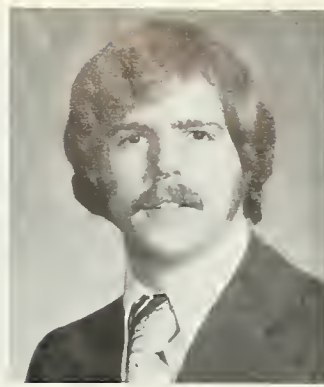
gregory ledoux



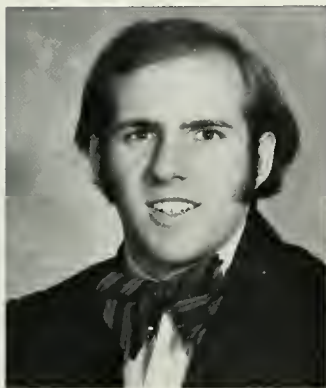
jon anderson



allen downs



j. hunter babcock



david white



stephen werner



william gregory



john gabranski



kenneth lannamann



stephen wojciak



james garvey



karenann brozowski



alexander vogt



richard aseltine



jon wyman



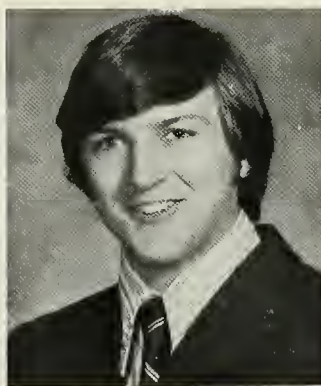
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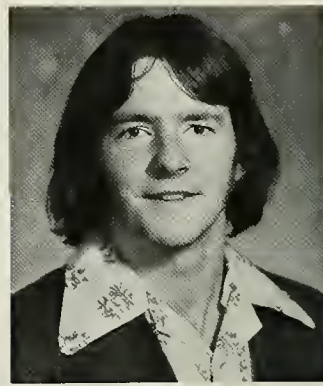
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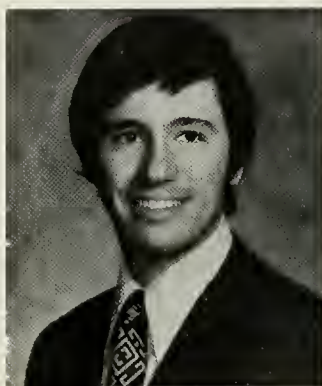
steven harvey



mark pare



kevin mischler



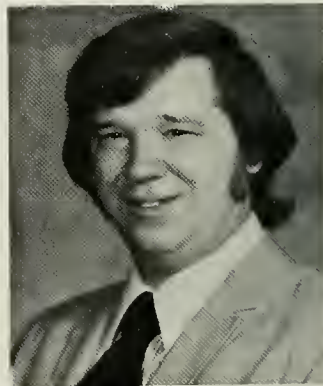
steven manzi



walter skiba



ralph miller



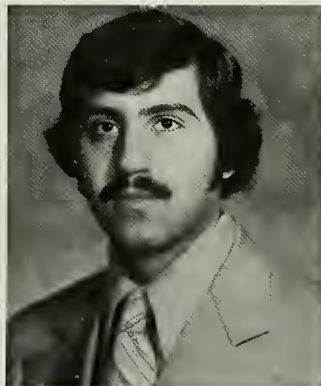
robert hickey



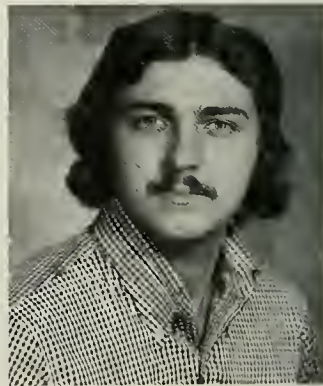
alan bergstrom



robert andren



william faltas



frederick borys



stephen caggiano



bruce croft



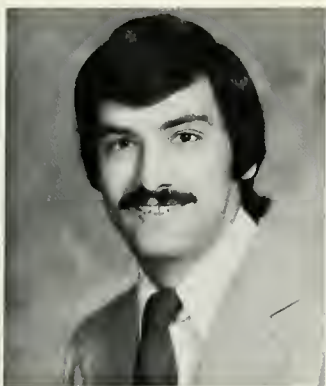
bradford esten



garrett cavanaugh



jonathan kardell



armand balasco



john belli



claudia berger



robert cummings



corey hills



ronalk simmons



robert cloutier



jeffrey wnek



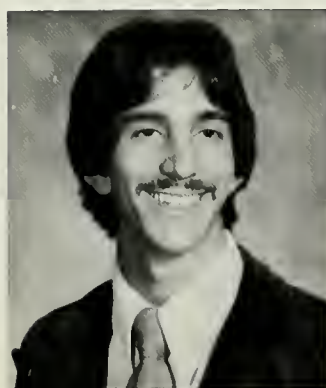
david liben



robert lord



peter joyce



louis isgur



algis vasys



michael severino



anne mcpartland



dave fowler



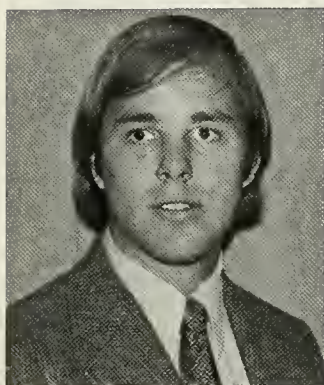
ray mott



robert horner



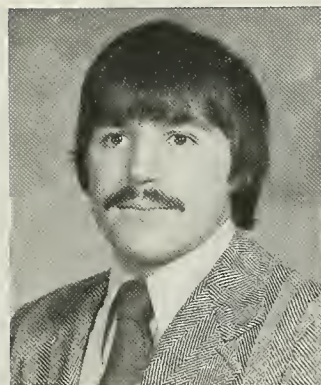
judith nitsch



william johnson



alfred swierad



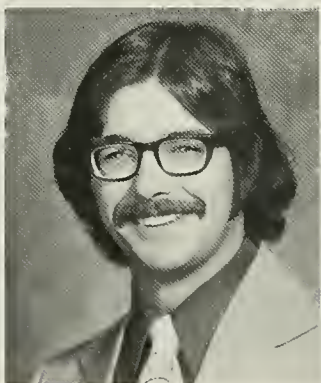
jim aceto



john aubin



steven coes



kenneth duda



stephen fairbanks



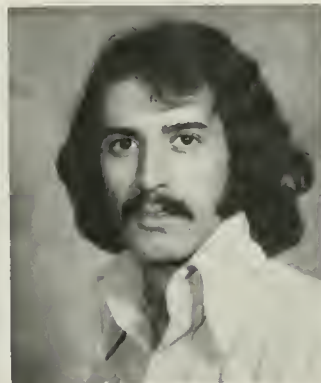
john heil



paul loomis



richard oswald

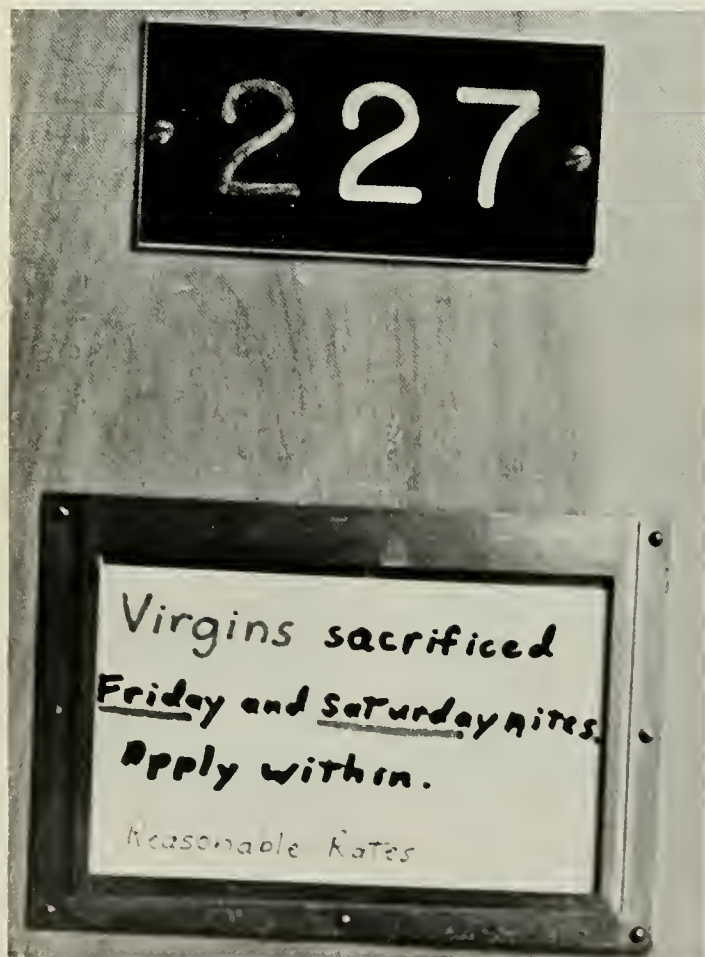


hooshang shamash



harvard yuen









In Another Light . . .

One of the ways colleges are saving money is to make Christmas vacations longer. Some schools send their students home in the middle of December and tell them not to come back until February.

While there has been a great deal written about the high cost of education in the United States, very little has been said about the high cost of maintaining a student when he or she is not in school.

Tupperware, my neighbor, told me, "The schools in this country are not doing their job. The whole idea of sending a kid to college is to get him or her away from home as long as possible. Now in order to save money, they're giving students longer and longer vacations, and it's breaking me. I can hack the tuition and I can afford the allowances and their books and clothes, but I made no provision for all the time they have at home."

"I know what you mean," I said. "The Christmas vacation is costing me more than a bachelor of arts degree."

"When I went to school," Tupperware said, "we got a week off at Christmas and a week in the spring, and then we finished in the middle of June. Now the vacations are so long the school year is an interruption in the curriculum."

"Well, at least you get to see your children when they're home for such a long period."

"Who sees them?" Tupperware said. "Leonard sleeps all day and goes out all night. Mary is in Sarasota — I think. Fred is skiing, and Abigail has had my car since last Thursday. I figure it's

cost me \$2000 so Windham College could save \$500 in fuel."

"Universities have no right to pass on their inflation costs to parents," I said. "If they're going to take your kids for four years, they should keep them."

"It isn't just the money that's killing me," Tupperware said. "It's their attitude. They live in the house, but they consider themselves temporary visitors with all the rights and privileges of guests. This means if you ask them to do the dishes, shop for groceries or make their beds you're 'ruining their vacation'. What I want to know is when does a college vacation stop being a vacation and become a way of life?"

"You have every right to ask that," I told Tupperware. "It seems to me that colleges and universities should go back to their old schedule. Even if it costs more in tuition and room and board, it would still be less than having the kids at home."

"At least you would know where you stood," Tupperware agreed.

"What would happen if you said to your kids, 'Look, it's no fault of mine that the university is shirking its responsibility by sending you home for such a long time. I have no funds set aside for this, and therefore whatever you do you're on your own.'"

"But," said Tupperware in horror, "that means they'd be home all the time!"

"So what?"

"You don't know my wife," Tupperware said. "She cries a lot."











